



CURRICULUM – MEDIA

Intent, Curriculum Map & Age Related Expectations

Abstract

Students are carefully provided with feedback on their learning to enable them to improve. They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

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Whole School INTENT

Southchurch students embrace learning opportunities.

INTENT, IMPLEMENTATION & IMPACT

Intent

- Southchurch students embrace learning opportunities.
- Southchurch Media Studies students are aware of the fast-paced, ever-changing world around them. They are inquisitive, creative and analytical; with a deep understanding of representation, meaning and context. They are able to recognise the diverse genres and interpret media products, that we are all familiar with and are surrounded by every day.

Implementation

- Sequencing of the curriculum
- Adaptive teaching (to take into account of what the learners know and don't know)
- Extending opportunities for extracurricular

Impact

- All students will achieve their potential with altered trajectories

KS3 Links

Media Studies is not studied as a subject at Key Stage 3, however, the subject links to:

English [National Curriculum - English](#)

- KS3 English skills: Vocabulary, reading comprehension, writing, and critical thinking
- KS4 Media Studies: Skills are used to produce and complete detailed writing tasks; such as writing exam style questions. Speaking and listening exercises in English enhance students' ability to engage in discussions and access both exam and coursework content.

Art and Design [National Curriculum - Art & Design](#)

- Visual Analysis: Understanding design principles and visual elements in art helps students analyze visual media.
- Practical Skills: Considering design and composition, as well as using software links to creating media products and are skills that are particularly important to planning processes.

ICT (Information and Communication Technology) [National Curriculum - ICT](#)

- Technical Skills: Software and digital tools in ICT is essential for tasks like video editing, graphic design, and creating digital content in Media Studies.
- Research/Creative Skills: Skills in researching or creating things using a PC

PSHE (Personal, Social, Health, and Economic Education) [National Curriculum - PSHE](#)

- Media Literacy: Discussions on influences, representation, and ethical issues in PSHE provide a foundation for similar topics that are studied within Media.
- Critical Thinking: Encouraging critical thinking, as well as having the opportunity to voice opinions and recognize visual messages, as well as their impact on society

History [National Curriculum - History](#)

- Understanding historical events and contexts
- Skills in evaluating; Being able to recognize/develop an understanding of what happened, when where, how and who

CURRICULUM MAP

		Autumn Term		Spring Term		Summer Term						
Yr	Autumn 1 (Sep – Oct)		Autumn 2 (Oct– Dec)		Spring 1 (Jan – Feb)		Spring 2 (Feb– Apr)		Summer 1 (Apr-May)	Spring 2 (May-Jul)	Revision	End of Year Examination Rehearsal
	10	<p>Introduction: What is covered in the course</p> <p>Component One NEA: Creating a magazine</p> <p>Magazine introduction</p> <p>Set products for examinations 2025:</p> <ul style="list-style-type: none"> • Vogue (July 2021) • GQ (August 2019) <p>Introduction to newspaper</p> <p>FEEDFORWARD ASSESSMENT: Analysis skills – Exam Content (Magazines) Research and planning skills – NEA Content</p>	<p>Component One NEA: Creating a magazine</p> <p>Set products for examinations 2025:</p> <ul style="list-style-type: none"> • The Guardian (18 January 2022) • The Sun (01 January 2021) <p>Introduction to Advertising & Marketing: key features/ codes and conventions</p> <p>Set products for examinations 2025:</p> <ul style="list-style-type: none"> • Quality Street (1956) • This Girl Can (2015) <p>FEEDFORWARD ASSESSMENT: Analysis skills & Comparisons / Context – Exam Content (Advertising and marketing) Practical Skills – NEA Content</p>	<p>Component One NEA: Creating a magazine</p> <p>Introduction to film posters</p> <p>Set products for examinations 2025:</p> <ul style="list-style-type: none"> • The Man with the Golden Gun (1974) • No Time to Die (2021) <p>FEEDFORWARD ASSESSMENT: Analysis skills – Exam Content (Film posters) Practical Skills – NEA Content</p> <p>Introduction to media technologies, contexts and audiences</p> <p>Video games: Industries and audiences</p> <p>Set products for examinations 2025:</p> <ul style="list-style-type: none"> • Fortnite <p>Introduction to radio: Industries and audiences</p> <ul style="list-style-type: none"> • The Archers <p>FEEDFORWARD ASSESSMENT: Audiences & Industries - Exam content (Radio) Research and planning skills – NEA Content Practical Skills – NEA Content</p>	<p>Component Two NEA: Creating, media products</p> <p>Introduction to Sitcoms and genre</p> <p>Set products for examinations 2025:</p> <ul style="list-style-type: none"> • Man Like Mobeen, Series 1, Episode 2: Wifey Riddim (2019, cert.15) • Friends, Season 1, Episode 1 (1994, cert. 12) <p>FEEDFORWARD ASSESSMENT: Analysis skills – Exam Content (Sitcoms) Practical Skills – NEA Content</p>	<p>Final checks and edits of coursework/ complete images</p> <p>FEEDFORWARD ASSESSMENT: NEA SUBMISSION</p> <p>Introduction to Music videos</p> <p>Set products for examinations 2025: Contemporary music videos:</p> <ul style="list-style-type: none"> • Taylor Swift, The Man (2020) • Justin Bieber, Intentions (2020) • 1980s/1990s music videos: Duran Duran, Rio (1982) <p>FEEDFORWARD ASSESSMENT: Audiences & Industries - Exam content (Music Videos)</p>	<p>Introduction to online media</p> <p>Set products for examinations 2025: Contemporary music videos:</p> <ul style="list-style-type: none"> • http://taylorswift.com/ • https://www.justinbiebermusic.com/ <p>FEEDFORWARD ASSESSMENT: Audiences & Industries - Exam content (Online media - websites)</p>					
11	<p>Autumn 1 (September – October)</p> <ul style="list-style-type: none"> • Recap of content based on formative assessment • Exam technique: How to plan and answer exam style question • Revisit theories • Revisit Context • Consistent practice of comparisons of media products 	<p>Autumn 2 (October – December)</p> <ul style="list-style-type: none"> • Recap of content based on formative assessment • Exam technique: How to plan and answer exam style question • Revisit theories • Revisit Context • Consistent practice of comparisons of media products 	<p>Revision</p> <p>Revision & Past Papers: Specific to QLA from mock exam results</p>		<p>Revision</p> <p>Revision & Past Papers: Specific to QLA from mock exam results</p>	<p>Exams</p>						
		Examination Rehearsal 1 - (December)										

KS5 Links

An example of KS5 curriculum:

	Term 1	Term 2	Term 3
Year 12	<ul style="list-style-type: none">• Advertising and Marketing Film (crossmedia study, including film marketing)• Theoretical framework	<ul style="list-style-type: none">• Music video Newspapers (in-depth study)• Theoretical framework	<ul style="list-style-type: none">• Radio• Video games• Theoretical framework
Year 13	<ul style="list-style-type: none">• Section A – Television in the Global Age• There will be one two-part question or one extended response question.	<ul style="list-style-type: none">• Section B – Magazines: Mainstream and Alternative Media• There will be one two-part question or one extended response question.	<ul style="list-style-type: none">• Section C – Media in the Online Age• There will be one two-part question or one extended response question

- Allows focus on areas like film, journalism, or digital media.
- Pathways to careers in media production, journalism, marketing, and digital content creation.
- Prepares for university programs in media studies, film studies, journalism, and related fields

Further links include:

Media Studies

- Advanced Media Analysis: Builds on GCSE skills to analyze media texts, industries, and audiences in greater depth.
- Media Production: Practical skills in creating media products, including film, television, radio, and digital media.

Film Studies

- Film Analysis: Detailed study of film form, genre, narrative, and representation.
- Film Production: Practical experience in creating short films, screenplays, and storyboards.

Communication and Culture

- Cultural Analysis: Examination of cultural products, practices, and identities.
- Communication Theories: Understanding theories of communication and their application in media; social media marketing etc.

English Language and Literature

- Textual Analysis: Analyzing how language and narrative techniques are used in media texts.
- Creative Writing: Skills in writing for various media formats, including scripts and journalism.

Graphic Design

- Visual Communication: Creating visual media, such as advertisements, posters, and digital content.
- Design Principles: Understanding aesthetics, layout, and typography in media production.

Business Studies

- Media Economics: Insights into the business side of media industries, including marketing and advertising.
- Entrepreneurship: Understanding how to start and manage media-related businesses.

Sociology

- Media and Society: Exploring the impact of media on society and social behaviour.
- Representation and Identity: Examining how media represents gender, ethnicity, and other social groups.

ICT (Information and Communication Technology)

- Digital Media Production: Skills in using software and technology for media creation.
- Web Design and Development: Creating and managing online media content.

END OF COURSE EXPECTATIONS

- Demonstrate skills of enquiry, critical thinking, decision-making and analysis
- Acquire knowledge and understanding of a range of important media issues
- Develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics
- Understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues
- Appreciate how theoretical understanding supports practice and practice supports theoretical understanding
- Develop practical skills by providing opportunities for creative media production.

YEAR 10

- All students would have completed their coursework unit; Creating a Media Product– to a high standard, at least their target grade or one grade above.
- Students will have an understanding of the exam questions they may be asked and the topics that are covered within the course
- Students will be expected to know how to answer exam style questions and consistently aim for the higher-grade boundaries, with an understanding of how to achieve the marks

YEAR 11

- Students will be shown how to revise effectively, and should be using resources provided
- Consistent random questioning and knowledge recall to be done by the teacher, to ensure both teacher and student can recognize strengths and weaknesses
- Teacher to ensure past papers are completed and done to embed knowledge and scaffold answers appropriately
- Students will be expected to use QLA feedback to help them revise on the lead up to the exam
- Pass their GCSE exam, achieving at least on target or one grade above

DEPARTMENT FEEDBACK POLICY

Formative Feedback

The department will provide continuous formative feedback to students every lesson and track progress each lesson using a holistic 1-4 age related expectation grade.

The department will set topic / unit summative assessments at the end of the topic / unit at set points throughout the year. These will be marked in green pen and improvements fed back to students. These marks will go towards the holistic 1-4 age related expectations formative assessment grade.

A formative assessment data drop will be completed once per half term.

Assessment Feedback Frequency

In KS4 Year 10 will sit two summative assessments during the year and the percentage mark of the first Assessment Point (AP1) will be reported and shared with parents/carers as well as a working at 1-9 grade. The second will be an end of year assessment mock style exam. Predictive 1-9 grades will then be calculated at the end of the year.

Year 11 will sit one examination rehearsal half way through the year in preparation for their actual exams again providing a more accurate working at grade and prediction for end of year results.

Planning for Feedback

- Feedback must be planned for using the **FEEDFORWARD ASSESSMENT** planning sheets
- This needs to be completed on a specific independent learning activity undertaken in the students' books which should happen every 6-10 lessons.
- Books should be checked at the same time for presentation with an acknowledgement to the student that you have seen their work.
- Feedback should be provided in the following lesson using DIRT (Dedicated Improvement and Reflection Time) activities.
- Red pen by the students should be used to highlight any work done during DIRT activities.

Feedback Expectations

- **Verbal feedback** - Either one to one or as a class. Misconceptions can be addressed easily.
- **Live Feedback** - The teacher gives feedback as they circulate the room. This feedback is then acted on immediately.
- **Questioning** - The teacher uses a range of questioning techniques (cold call, no opt out, say it again better etc) or mini whiteboards to check understanding.
- **Modelling** - The teacher demonstrates what success looks like and scaffolds how to get there. This can be done verbally or in a written format.
- **Visualiser** - This can be used to do a “we write” model answer, to showcase good work or to address misconceptions.
- **Whole class feedback** - After reading all the books and making notes, the teacher gives feedback on strengths, areas for improvement and misconceptions. Time is given to act on improvements.
- **Written feedback** - Teachers use individual written feedback on a specific piece of work and give students time to act on it (DIRT). The time cost here should be carefully considered.

Presentation in Books

- Books should be able to be used as **revision aids** by the students.
- Look for **common misconceptions** in all books; assessing the **quality** of the books; ensuring that **high expectations** for **presentation** are upheld and **SPAG** is addressed.
- Selective independent work will be checked using the **FEEDFORWARD ASSESSMENT** Planning sheet

[NATIONAL CURRICULUM LINKS](#)

[National Curriculum - Media Studies](#)

Purpose of study

Studying GCSE Media Studies serves aims to enhance students' media literacy and critical thinking skills. Through the analysis of various media forms like television, film, advertising, and digital content, students develop a deeper understanding of the significant role media plays in shaping culture and society, and how representation can influence us. They also cultivate creative abilities through practical tasks such as creating media products and learn to critically evaluate media texts, whilst considering their construction, interpreting their messages and contexts. Additionally, the course provides technical proficiency in media production such as graphic design, using industry-standard software (Adobe Suite). It fosters cultural awareness by exploring how media represents different identities and issues, and it enhances communication skills through discussions and written analysis. Furthermore, students gain insights into the workings of the media industry and are prepared for further education and careers in media-related fields.

Aims

- Develop students' critical understanding of the role and influence of media in society.
- Foster students' ability to analyse and interpret media texts across various forms and platforms; newspapers, magazines, print advertisement, music videos, video games, television and radio
- Cultivate students' creative skills through practical media production tasks.
- Enhance students' awareness of the construction techniques used in media texts and their impact on audiences.
- Encourage students to engage critically with contemporary media issues and debates.
- Provide students with the opportunity to explore the cultural, social, and economic contexts of media production and consumption.
- Prepare students for further study or careers in media-related fields by equipping them with transferable skills and knowledge.
- Creating and promoting ethical and responsible media products
- Develop an understanding of media industries and production processes

Skills

- Students will learn to critically evaluate media texts, identifying techniques used by producers to convey messages and influence audiences.
- Students become proficient in understanding and interpreting various media forms, including television, radio, advertising, music, and digital content.
- Through practical media production tasks, students cultivate creative skills, such as video editing, graphic design, and scriptwriting.
- They enhance their ability to articulate ideas and opinions effectively, both verbally and in written form, through discussion and written analysis
- Students gain technical skills in using industry-standard software (Adobe Suite: Photoshop) and equipment for media production, including editing software and cameras
- Develop research skills, including gathering, analyzing, and synthesizing information from various sources to inform their understanding of media issues and topics.
- Students learn to apply critical thinking and problem-solving skills when analyzing media texts and addressing challenges encountered during media production tasks.
An exploration of how media represents different cultures, identities, and social issues, fostering an understanding of cultural diversity and representation in media.
- Students develop an awareness of ethical considerations in media production and consumption, including issues related to bias, stereotyping, representations of culture etc.

Knowledge

- Understanding different types of media texts, such as television programs, films, advertisements, newspapers, magazines, and online content.
- Knowledge of the structure and operation of media industries, including production processes, distribution channels, and audience reception.
- Familiarity with the characteristics and conventions of different media forms, including genres, narrative structures, visual and sound techniques, and editing styles.
- Understanding how individuals, groups, and issues are represented in media texts, including considerations of stereotypes, bias, and diversity.
- Awareness of audience demographic; behaviours, and theories, including how audiences interpret and respond to media texts.
- Knowledge of key media theories and concepts, such as semiotics, narrative theory, audience theory, and media effects.
- Understanding of media regulation and ethical considerations in media production and consumption, including issues related to censorship, privacy, and media ownership.
- Awareness of the historical development of media technologies, industries, and forms, as well as the social, cultural, and political contexts in which media texts are produced and consumed, how they have changed over-time.
- Practical skills in media production
- Ability to critically analyse and interpret media texts, applying theoretical concepts and frameworks to understand their meanings, messages, and effects

English National Curriculum Links [National Curriculum - English](#)

- Reading and Comprehension: Analyzing media texts develops students' reading skills and comprehension abilities.
- Writing Skills: Producing media texts and writing analytical essays, which will enhance students' writing skills.
- Speaking and Listening: Presenting findings and discussing media topics in class improves students' speaking and listening skills, as well as confidence.

ICT (Information and Communication Technology) / Computer Science National Curriculum Links [National Curriculum - Computing](#)

- Digital Media Production: Students acquire skills in using digital tools and software for media production, such as design and using a camera
- Digital Literacy: Understanding media forms and technologies; development of digital skills and format

Citizenship National Curriculum Links [National Curriculum - Citizenship](#)

- Media Influence: Studying media representation and effects; how it promotes critical thinking about media messages and their impact on society.
- Media Regulation and Ethics: Exploring media regulation and ethical considerations, encouraging students to engage responsibly with media as active citizens.
- Cultural Understanding: Analysing media texts helps students develop cultural awareness and understanding of diverse perspectives in society.

Art and Design National Curriculum Links [National Curriculum - Art & Design](#)

- Visual Communication: Creating media products involves elements of visual communication (codes and conventions), including composition, layout, and graphic design principles.

Sociology National Curriculum Links [National Curriculum - Sociology](#)

- Media and Society: Understanding the role of media in shaping cultural norms, values, and identities.
- How Media contributes to sociological knowledge about society and socialization processes.

Business Studies National Curriculum Links [National Curriculum - Business](#)

- Media Industries: Studying media industries provides insights into business models, marketing strategies, and economic factors influencing media production and consumption; social media marketing campaigns etc.
- How products reach audiences and their production

History National Curriculum Links [National Curriculum - History](#)

- Media History and Context: Exploring the historical development of media technologies and industries.
- How Media and forms connections by documenting historical events and cultural movements.

Religious Education National Curriculum Links [National Curriculum - Religious Education](#)

- Within the Media Studies curriculum, we focus on developing an understanding of ‘worldwide’ views through discussion around religious, cultural and ethical influences.
- The course explores how media influences societal perspectives and cultural norms. It delves into the portrayal of diverse identities, ethical implications, and the role of media in shaping public opinion. Discussions encompass the impact of media content, advertising strategies, and digital platforms on personal values and societal trends, emphasizing critical thinking, media literacy, and ethical responsibility.
- The demographic of our students influences how we develop our students’ understanding and develop their own views of worldwide religious views to ensure that students have a balanced interpretation of different religions.
- All pupils receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development.

PERSONAL DEVELOPMENT CURRICULUM

Aims

The Media Studies curriculum is designed to support and promote the vision of Southchurch High School, “A community of Opportunity, Learning and Aspiration”. The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars;

- **Equality and Diversity**
- **Cultural Capital**
- **Community and Wellbeing**
- **Careers and Employability**
- **Character Development**

Character Development: All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.

- **Community of Opportunity** – All students are supported and encouraged to perform Infront of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions.

- **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops.
- **Aspiration** – Students are encouraged to develop their love of design through careers talks, trips and external speakers. They take every opportunity within lesson to learn and take control over their own personal development.

Equality & Diversity: The Media Studies curriculum aims to develop an understanding view through discussion around religious, cultural and ethical influences. Through the set products studied, discussions around gender, age, sexuality, faith, race and ethnicity:

- Students will explore representation and will be encouraged to think about how people and places are portrayed
- Students will learn to think critically about how media represents various groups and will have the opportunity to create inclusive content

Wellbeing & Community – The Media Studies curriculum recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience. Students will consider the impact of media on the wider world, how it can inform decisions or thoughts within their personal choices or behaviour, as well as develop a critical understanding of media influences in society.

Cultural Capital – The Media Studies curriculum supports the school’s vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.

Trips & Visits:

- **BFI – British Film Institute, London:** The BFI will give students the opportunity to listen to talks by industry professionals and attend Q&A sessions, allowing students to experience the conversation first hand.
- **Guest speaker – Evening Echo:** This will allow students to develop an understanding of how the fast-paced industry works, the guest speaker will be able to explain how articles and images are produced and printed to suit their audience needs.
- **BBC Studio tour** – Students will be able to see how technology has influenced broadcasting, take part in informative and meaningful activities that encourage creativity, communication, and collaboration skills, that will support future career aspirations.
- **SRO Audiences** – Students will have the opportunity to see TV shows being filmed and witness processes, behind the scenes etc.
- **High House Production Park** – Students will be able to explore how different types of media are created have a look at the costume design closets, radio studios, TV film sets etc.

Extra-Curricular:

- Photoshop Skills/Editing club

British Values:

- **Individual Liberty:**
- **Mutual Respect:** Students are respectful when listening to the opinions and views of other students.
- **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where equipment and each other’s feelings are respected.
- The classroom rules ensure students are all responsible for the learning environment.
- **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the styles we study.
- **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other’s work and celebrate each other’s successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own creativity.

Careers & Employability – The Media Studies curriculum is designed to ensure students have extensive opportunities and experiences that they can start to build their own future pathways on. Through the Media Studies curriculum, our students are supported to develop the following skills:

- Communication
- Analytical writing
- Confidence
- Teamwork and Leadership
- Listening and Responding
- Creativity
- Critical thinking and problem solving
- Time management
- Research

Events

- BFI [BFI Events](#)
- Webinars on careers within Media Studies

SMSC CURRICULUM LINKS

Spiritual development

Pupils are taught to analyse media products and develop an understanding of representation, audience and industry. This includes understanding aesthetics, functionality, media evolution, and the impact of media on our daily lives. Pupils are encouraged to develop their critical thinking skills and explore the wider media landscape. They are taught to reflect on media content and create their own purposeful media products.

Moral development

Pupils are faced with moral decisions throughout the process of creating print media products, such as a magazines. This includes taking and selecting content and images responsibly, understanding the ethics of representation, and considering the impact on various audiences. Pupils explore how new technologies can solve existing problems but may also create ethical dilemmas, such as privacy concerns and digital manipulation.

Within the classroom and the wider community the pupils are expected to show respect to others and take responsibility for their own actions and of those around them, taking into consideration the consequences.

Social development

The Media Studies curriculum teaches students to think critically about the media they consume, understanding messages and think about the portrayal of people and place. Students also learn about how different cultures and communities are represented in the media, which promotes appreciation for diversity

and gives them a global perspective. They develop strong communication skills, learning to express their ideas clearly and effectively across different media platforms, and they gain practical digital skills for creating and sharing content (through the print/magazine unit).

The curriculum also emphasises ethical behavior, helping students understand the importance of accuracy and fairness in media, as well as the impact of media on society. By exploring how media influence's identity and society, students gain insight into their own identities and how media shapes the world around them. Students are encouraged to have discussions in groups, with each other and with their teacher. Peer feedback is also practiced when planning their print projects, building on wider communication skills.

Cultural development

Students are taught to understand and appreciate how different cultures and communities are portrayed in the media, which promotes diversity and inclusion. The curriculum encourages students to think about identity and how media can influence perceptions and beliefs. Through projects and discussions, students learn to respect and value cultural differences, enhancing their ability to interact positively in a diverse society. Students will be taught historical, social, political, economic and cultural contexts for each of the set products.

[Equality, Diversity and Inclusivity Links](#)

Aims

Within the different projects we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. We ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them.