



Working together to promote & celebrate achievement

SMSCD Policy

Revised and applicable from 8th March 2022

Signed:

A handwritten signature in black ink, which appears to read "Irene Papadopoulos". The signature is written in a cursive style with a long horizontal stroke at the end.

Chair of Governors

Introduction

An essential part of an SMSC education is having shared values that 'generate principles that guide our action and thought' (Talbot, 2000).

At Plashet School, we recognise that education should not solely be concerned with the development of knowledge and skills but should also encompass the *personal development* of each young person. We understand the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in a student's ability to learn and achieve. We understand that the social, moral, spiritual and cultural development of our students plays a significant part in their ability to learn and achieve. Therefore we aim to provide an education that provides students with opportunities to explore and develop:

- Their own values and beliefs
- Spiritual awareness
- A positive, caring and tolerant attitude towards other people
- Community awareness and a sense of belonging
- An ability to communicate effectively and interact positively in all social settings
- An appreciation of the diversity and richness of cultures, including their own.
- A sense of responsibility, social justice and belonging as a British citizen.

We also promote the development of responsibility towards others and the environment. We encourage students to respect specified fundamental British values, including democracy, personal liberty and rule of law.

The implementation of this policy is the responsibility of the Head teacher and all members of staff because it is accepted that the *values* and attitudes promoted by the staff influence the behaviour, values and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of our shared values. We therefore value any opportunity for SMSCD to be planned and delivered through curriculum subjects, through the pastoral curriculum and all other aspects of school life.

Context:

Plashet School is located in the heart of East Ham, Newham; a multicultural and multi-faith community. As a school, we embrace the many opportunities to promote the spiritual, moral, social and cultural development of our students and therefore ensure our students leave school prepared for life in a multicultural, multi-ethnic and religiously plural society.

Plashet School is a secular maintained school that serves a community where, for many people, religion is a significant feature of their identity. Plashet is a fully inclusive school; however, a number of our students would describe themselves as having a faith background.

To enable students to develop their sense of spirituality, moral understanding, social ability and cultural understanding we aim to provide learning opportunities across the academic and pastoral curriculums.

This Policy should be read in conjunction with the following school policies:

- Behaviour Policy
- Curriculum Policy
- Collective Worship Policy
- CEIAG Policy

General Aims of this policy

- To ensure the schools provision for students spiritual, moral, social and cultural education contributes to the personal development of students by supporting them to:
 1. develop a positive sense of self and identity
 2. develop a respect for the world in which they live and support them to have the confidence to deal with everyday life in a compassionate and sensitive way
- To ensure a consistent approach to the delivery of SMSCD issues through the academic & pastoral curriculums and the general life of the school.
- To ensure that everyone connected with the school is aware of our values and principles.

Definitions:

The School inspection handbook, May 2019 defines SMSCD as follows:

Provision for the **spiritual development** of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Provision for the **moral development** of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Provision for the **social development** of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Provision for the **cultural development** of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

SMSCD through the Curriculum

Our curriculum focuses on the holistic development of the individual; addressing all aspects of SMSCD including emotional, physical, relational, intellectual, creative and spiritual aspects of each student's personal development.

Our curriculum is designed to:

Spiritual	Allow students to explore beliefs and experience; respect shared values; discover oneself and the surrounding world, foster student understanding of emotion, independence and belonging, use imagination and creativity and reflect on the world & societies around them.
Moral	Teach students what is right and wrong, recognise shared moral values, understand consequences, investigate moral and ethical issues, listen to and respond appropriately to the views of others, offer reasoned views, develop resilience and the capacity to learn from mistakes.

Social	Develop an understanding of individual and group identity, use social skills in different contexts, work well with others, resolve conflicts, promote and celebrate the concepts of equality, justice and tolerance, support the management of feelings and emotions, understand how communities work & contribute to British society.
Cultural	Allow students to recognise the richness of cultural diversity in Britain, understand how this influences individuals and society, promote British values of justice, democracy, respect and tolerance, support students to appreciate cultural influences, allow students to participate in culture opportunities; understand, accept, respect and celebrate diversity.

Development in SMSC will take place across all curriculum areas. Lesson design and teaching encourages students to recognise the different dimensions of their learning, reflect on the significance of what they are learning, and to recognise how this might enrich their sense of self, it will also support students to address any challenges there may be to their attitudes and lifestyle. We are a multifaith/multicultural school. Teaching and learning at Plashet School reflects and celebrates this. Our students recognise the tenants of justice, democracy, respect and tolerance as core British values. This is reinforced by all curriculum subjects through effective teaching & learning. The curriculum is audited on a regular basis to ensure SMSCD is integrated into all aspects of teaching & learning.

Appendix A: SMSCD: Curriculum Guidance

Appendix B: SMSCD: Curriculum Audit

British Values

All members of staff at Plashet School maintain the highest expectations of our students, but most importantly we expect our students to have the highest expectations for each other. This is recognised in our student and staff code of conduct and our behaviour systems. Students are expected to model the behaviour we would wish them to emulate as participating members of British Society. In this respect students are provided with a wide range of opportunities to learn about and understand their responsibilities as citizens of the UK and to understand the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Appendix C: British Values at Plashet School.

Curriculum Enrichment

The extracurricular and enrichment activities on offer give every student the opportunity to discover their passion and exploit their interests while promoting both happiness and motivation. Ofsted (2019) states:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

We understand that a high level of academic performance must be underpinned by motivated and curious minds; this is driven through the curriculum we have designed for our students.

We believe that in providing challenging learning experiences, we might promote a culture in which all students are engaged and therefore focused on the development of key behaviours for the future. We recognize each learner is unique, and therefore, all learning experiences must be examined in ways that take into account the interests of the individual.

Therefore extracurricular and enrichment activities are intended to offer our students a range of activities in which students might participate in, and respond to artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. Students are given the opportunity to practice a range of social skills in different contexts and to participate in a variety of social settings and demonstrate cooperation with others.

Other enrichment provisions include:

- Sports coaching
- Arts and cultural visits including art galleries, museums, theater and places of religious significance
- Visiting lecturers and speakers
- The Duke of Edinburgh's Award
- Outdoor education
- Debating
- Model United Nations
- RE Matters
- Peripatetic music lessons
- A full offer of clubs at lunchtime and after school activities including PE, art, choir, band and dance

Collective Worship

Collective Worship is a clearly defined time distinct from curriculum time. Our collective worship programme is designed to meet the needs of a multifaith community, while supporting shared values and learning about each other. Some aspects of collective worship are confessional acts

of worship, while others are non-confessional. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it is planned around a wide variety of reflective themes and topics, uses diverse stimuli and resources and provides students with the opportunity to 'respond' independently, collectively and at their own level. All acts of collective worship follow an assembly theme for the week. The theme also forms the basis of Year group assemblies and tutor time activities. Reflection time is also delivered through tutor time, Citizenship, Personal, Social, Health Education (Learning for Life). More information is available in our collective Worship Policy.

Appendix D: Themes for the week 2021-22

Inclusion

Plasht School is a fully inclusive school. In this respect our school represents wider society and supports students in developing the social skills they will need in the future. Where the curriculum allows, we are dedicated to teaching in mixed attainment student groups believing this reflects the social mix of the world outside of the classroom. Teacher classroom management seeks to promote group cooperation and mutual responsibility. Students are encouraged to understand the value and importance of working and learning together and how this skill may be applied to their lives in the future. We believe this form of teaching provides the best educational experience and life preparation for our students.

Our students benefit from a wide range of programmes targeted to support and nurture the development of our most vulnerable students so they are able to achieve. This includes SEND, EAL and specialist SEMH support. In addition, students benefit from a dedicated wellbeing department, safeguarding team and school nurse team.

We operate a comprehensive student leadership programme. Students are involved in the running of the school through the prefect system and the school council system. The school council is made up of representatives from all year groups. While the prefect system operates in Year 11. Students work in partnership with the school leadership team, staff and parents for the benefit of the school and our students.

We are a multicultural and multi faith school and are absolutely committed to this. We believe all students should have equal access to the curriculum and pride ourselves on a faith sensitive outlook so all students might access the curriculum comfortably in Physical Education, PRE and Relationships, Sex and Health Education for example. As a whole school we celebrate a wide range of different religious and cultural events including Black History Month. We promote British Values across both our academic and pastoral curriculums.

Links with the wider community

Links are made with the wider community wherever it is deemed appropriate and might enhance any opportunities available to our students. All curriculum subjects offer school visits to support and enhance students' learning.

All links with the wider community are strictly monitored. Any application to work with links outside of the immediate school community is subject to the School Safeguarding Policy and Plasht School visit regulations respectively.

Monitoring and Evaluation

Provision for SMSCD is monitored and reviewed on a regular basis.

This is achieved by:

- Monitoring of opportunities for SMSCD through the school self review system
- Monitoring of teaching and learning opportunities throughout curriculum areas
- Aspects of SMSCD development targets are integrated in the School Improvement Plan

Appendix A

Curriculum Guidance

At Plashet School, SMSCD is delivered through a coherent and mindful approach to the promotion of SMSCD through a number of different channels, both explicit and implicit. As a school we aim to provide learning opportunities across the academic and pastoral curriculums and within the wider life of the school that will enable students to develop as reflective and responsible citizens.

Spiritual Development

The Education Reform Act (1988) refers to a dimension of human existence which is termed 'spiritual' and which applies to all students. It goes on to state that the potential for spiritual development is open to everyone.

The School inspection handbook, May 2019 defines SMSCD as follows:

Provision for the **spiritual development** of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

In developing the spirituality of students at Plashet School, planning and design of learning must take into account opportunities to help students to:

- Develop & sustain their sense of worth, confidence and self-esteem through a variety of learning experiences.
- Develop student's capacity for critical and independent thought.
- Develop a student's capacity to imagine and be creative in their learning.
- Explore the sense of awe and wonder through their learning.
- Face and navigate challenges in their learning within a secure and positive environment
- Foster an understanding of emotion, increase emotional intelligence and support students to articulate and express their feelings.
- Experience and be comfortable with moments of silence, stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Discuss their beliefs around matters of religion, faith and purpose.
- Form and maintain worthwhile and satisfying relationships.
- Reflect and appreciate an aesthetic experience in art, music, drama and literature for example.
- Reflect on, consider and celebrate the wonders and mysteries of life.

Curriculum Guidance

Moral Development

The School inspection handbook, May 2019 defines SMSCD as follows:

Provision for the **moral development** of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

In developing the moral values of students at Plashet School, planning and design of learning must take into account opportunities to help students to:

Understand the difference between right and wrong

Recognise moral values as a collective responsibility

- Reflect on and apply their moral values to the fundamental values of modern British society
- Allow students the opportunities to discuss their values in light of their beliefs
- Consider, understand and recognise the consequences of their actions
- Exercise self-discipline and self-control
- Promote and celebrate the concepts of equality, justice and tolerance.
- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others.
- Develop an appreciation of difference rooted in a common moral purpose.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Make informed and independent judgments.
- Show respect for the environment.

Curriculum Guidance

Social development

The School inspection handbook, May 2019 defines SMSCD as follows:

Provision for the **social development** of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

At Plashet School to increase students social development, planning and design of learning must take into account opportunities to help students to:

- Develop an understanding of their identity as individuals and as part of a community.
- Support students to develop effective social skills and work collectively as a group.
- Increase their communication skills and recognise how different communication skills are required in formal and informal circumstances.
- Meet, work and socialise with adults and students from different religious, ethnic and socio-economic backgrounds.
- Promote and celebrate the concepts of equality, justice and tolerance.
- Manage their feelings and emotions.
- Model conflict resolution and apply it to their own lives
- Openly discuss equality within society and learn about different social structures and the contribution they make and can continue to make to modern British society.
- Develop knowledge, skills, understanding, qualities and attitudes so that they make an active contribution to the democratic process in each of their communities.
- Understand their role as a local, national and global citizen.
- Learn about service in the school and wider community.

Curriculum Guidance

Cultural Development

Culture is the embodiment of shared beliefs, knowledge, customs and values of a group, community or society. Cultural development is concerned with supporting students to appreciate and feel a sense of belonging with British culture whilst supporting them to maintain their own cultural traditions.

The School inspection handbook, May 2019 defines SMSCD as follows:

Provision for the **cultural development** of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

At Plashet School to support student's cultural development, planning and design of learning must take into account opportunities to help students to:

- Recognise the value and richness of cultural diversity in Britain, and how this influences individuals and society.
- Develop an understanding of their social and cultural environment.
- Identify with and feel a sense of belonging to modern British culture.
- Participate in a range of cultural activities across the academic and pastoral curriculums and wider aspects of school life.
- Promote British values of justice, democracy, respect and tolerance for ethnic and cultural diversity.
- Celebrate British values and how they encompass ethnic and cultural diversity.
- Discuss and reflect upon attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Develop links and take part in shared activities with other schools (local, national and international)

Appendix B

Spiritual, Moral, Cultural and Social development Examples from across the curriculum.

Whole school review systems across the curriculum provide an important insight into how well SMSCD is planned as part of the curriculum in other subjects. Each curriculum area and subject area have a clear understanding of the contribution they might make to the development of our students' spiritual, cultural, moral and social development. Here are some examples from across the curriculum (updated March 2022).

Department	Spiritual	Moral	Cultural	Social
Arts				
Music	Music aims to expose students to a range of experiences and creation processes that helps those to make sense of aesthetic appreciation. Studying music encourages students' resilience through the regular practice and perseverance needed to develop performance skills.	Music encourages students to explore their own responses to different kinds of music, including lyrical content and context. Students learn about the historical context and human impact of the development of musical styles.	Music aims to explore a variety of cultures, times and places and encourages students to relate their own experiences to it.	Music aims to instill an awareness and appreciation of diversity in all areas of life. The music curriculum showcases music from a diverse range of music and musicians.
Curriculum Example	Using technology to compose (all year groups). Listening to music from a range of styles and traditions (all year groups). Keyboard skills and Band skills units across years 7-9, performance modules at GCSE.	Blues Yr 8, Song Writing Year 9, Year 7 singing. KS4 composition coursework. Rap and Hip Hop.	Blues yr8, African music yr 7, Pop History band project year 9, KS4 classical music, jazz, Indian raga, pop.	Blues yr8, African music yr 7, Pop History band project year 9, KS4 classical music, jazz, Indian raga, pop.
Art & Design	The department promotes a sense of spirituality through the practice of creating and experimenting with media and processes, through looking at sharing of work and promoting a sense of awe and wonder.	To explore a range of issues within Art that encourages discussion and learning about a range of interpretations of art including a focus on moral statements in issues such as	Students are encouraged to develop a cultural understanding through the analysis of Art and artists and use this to inform their own work.	SoL are designed to promote a sense of inclusion & acceptance of students from different cultural backgrounds. To encourage positive behaviour and ways of communicating within a variety of relevant

	We encourage students to work from their own experiences, embracing the religious and spiritual aspects of students' backgrounds & explore a diverse range of artists and related themes in the curriculum.	feminism, Identity and Issue based art.		settings such as classrooms, gallery & workshop and wider school community.
Curriculum Example	Investigating religious art as part of timelines, particularly Renaissance art as well as Identity and Issue based art.	Investigating female artists, absence of diverse cultures represented in Western art in KS3 timelines or issue based work.	Through artist studies Ks3 - Ks4. Art Matters workshop on cultural identity year 9	Through art clubs, discussion, collaborative work.
Drama	Drama aims to expose students to a range of experiences and creative processes that helps them to make sense of the world and develop a sense of aesthetic appreciation.	Drama encourages students to explore their own responses to dilemmas and situations and reflect upon the consequences of actions upon others, through exposure to a range of complex situations.	Students explore the cultural aspects of a theme and its origins. They are encouraged to consider and respect each other's beliefs and be open to the study of others.	Through group work, pair work and solo work pupils are encouraged to understand the skills of cooperation, trust and constructive behaviour. The importance of supportive and receptive audience behaviours and constructive criticism are vital.
Curriculum Example	Year 7 & Year 8: Greek Theatre. Students are taught the origins of modern theatre through exploring the theatre of ancient Greece. They learn how to employ the use of Chorus and mask and how to structure a play in the style of Greek tragedy.	Year 9 Unit:DNA Students study this play by Dennis Kelly and look at and interpret the actions of the young people involved.	Year 7/8: ' <i>Antigone</i> ' Students respond to the text and role play the dilemmas facing the key characters in the play. The issue of belief in the decrees of the gods and the status of women is debated as is the impact of the question of 'fate' on an individual's choices	Across all cohorts in all lessons students work in various sizes of groups to discuss, devise and present their ideas to an audience. Respectful behaviour is demanded from the audience (part of the ' <i>Drama Rules</i> ') and there are always opportunities for reflective, constructive feedback.
Core Subjects				
Mathematics	Maths aims to instill in students a fascination and awareness of how maths can	Maths encourages students to develop problem solving skills which contribute to them	In maths we explore mathematics in different cultures and celebrate and	Maths aims to instill in students a sense of group work and cooperative learning.

	be and is used from a global perspective.	analysing moral dilemmas. Students develop critical and analytical skills to interpret the reliability of statistics.	respect the use of different methods from different cultures.	
Curriculum Example	Applications of mathematics within the real world drawing on life experiences relevant to the students e.g. comparison of products and prices - best buys, repeated percentage change - banking system and stock markets	Workshops on taxation (income tax, VAT, NI), budgeting and savings and pensions. Analysing the ethics of companies, how they evade tax, The statistical model - how companies/ media may skew statistics to meet an agenda.	Different methods of multiplication. E.g. Gelosia (also known as) the Chinese method of multiplication. Imperial and metric units of measurement e.g. Length in meters and yards, foot and inches, distance in miles and kilometers, weight in kilograms and pounds- how this differs in usage across the world. Pythagoras's theorem - who was Pythagoras. Algebra - Who was al-Khawarizmi.	In year 7 students work mixed attainment groups to support each other's learning. As part of the lessons on data cycle we look into the demographics of Newham, in terms of race, age, religion and levels of deprivation.
Science	Science curriculum covers beliefs which inform perspective on life including respect for different people's feelings and values. Biology is learning about ourselves, how we function, life around us and how it impacts our interaction with life. Looking at how people's beliefs can be influenced by others and how science is needed to	The ability to recognize difference between right and wrong and apply it to our own lives is covered extensively in Science. Within the science curriculum 'Working Scientifically' is embedded into the curriculum which covers many moral and ethical issues that face scientists due to our technological advances. It is a	Students understand and appreciate the range of cultural influences that shape our heritage. Students study the life of different scientists that have brought about our understanding of science.	In Science students use social skills in different contexts – interacting with people from different Religious, Ethnic and Social backgrounds. Group work is a regular feature of SOW in the science department and teachers are encouraged to use seating plans so students are not sat with friends but individuals who will push each other and support each other

	sometimes demonstrate fact over people's opinions.	requirement that we spend adequate time on these areas.		well. Pupils take part in inter school competitions where they have to work with students from schools with often very different social and cultural settings.
Curriculum Example	Contraception, MMR vaccine, Cloning, GM crops, Genetic engineering	Animal testing, use of drugs, deficiency diseases, use of drugs to treat obesity and alcohol abuse, teenage pregnancy	Contribution of Mendel, Mendeleev, Dalton, etc	Group work, competitions, activities during Science and technology week
English	English encourages students to explore the beliefs and belief systems of a range of different peoples. Students are frequently encouraged to reflect upon writers and literary creations, and how their own spirituality impacts or governs the choices they make. English further aims to allow pupils to explore their creativity in all language analysis. They are required to explore a range of perspectives in texts to reflect on and share ideas to form a positive response	English develops a student's awareness of moral values and increases their understanding of their own reasoning of moral and ethical values. Through exploring fictional scenarios students are encouraged to critically examine how decisions can be made morally and ethically. Teachers will also seek to contextualise these kinds of scenarios in examples from the real world.	Students rediscover their own heritage while also being exposed to other lifestyles, belief systems, values & experiences.	Students develop & refine communication & listening skills through the English curriculum. They engage & converse in a range of topics, situations; real & imagined. The need to be tolerant, fair and respectful is instilled at all times, through the managing and modeling of discussion and idea/opinion/experience sharing.
Curriculum Example	In all texts studied at KS3, students are asked to write creatively from a character's viewpoint and to question their motives and feelings in various situations. Through In KS4 students study a range of more complex texts, including novels, Shakespeare and poetry. These all provoke	All texts in KS3 promote discussion around morality and how characters/people make their moral decisions. Speaking and Listening tasks then afford students the chance to personalise this, by reflecting on how they might react to a character's decision and why,	In KS3 the study of various novellas and poems from other cultures promotes understanding for other cultural systems and values, such as 'The Hate U Give' 'Identity Poetry' 'Poems from Unheard Voices' etc. The theme of identity will be explored throughout KS3 and KS4,	Speaking and Listening is an integral, assessed part of the curriculum throughout KS3 and 4. Students are given frameworks for discussion to promote constructive and positive contributions. In KS4, students are given functional topics to discuss, listen and then share with the class

	discussion around different viewpoints and students are encouraged to frame positive responses to these texts.	based on their own value systems. KS4 affords many opportunities to look at complex moral decisions. Again, reflection on their own hypothetical choices and themes such as social responsibility in these situations provokes discussion around moral values and encourages reflection on the ethics behind our choices.	through the study of a range of texts. The texts covered span a wide range of different heritages, but also encourage reflection upon what it means to be British.	around their work experience, for example.
Languages				
French	Faith and spirituality play an important part in any society whether in a religious or secular sense. Studying languages allows students to discover other lifestyles, values and beliefs and develop their understanding of the wider world.	Whilst learning the target language, students have the opportunity to discuss different aspects of morality and develop their understanding of ethical issues.	In French, students develop their knowledge of other cultures by learning about life in France and other French speaking countries. This helps them to develop respect for different cultures and values and to break through linguistic and cultural barriers.	Students develop their communication and interpersonal skills. They are encouraged to participate positively in speaking and listening activities. They articulate their own views and opinions on a variety of topics. By communicating and cooperating with others to speak another language they develop their character, including resilience, confidence and independence.
Curriculum Example	In French, students learn about festivals and religious celebrations in France and other francophone countries,	Students explore the responsibilities of young people as global citizens. They discuss issues such as the	Students learn about francophone countries and carry out research on a French speaking country. They also have the opportunity to write to	Year 9 students have the opportunity to talk to their penfriends via satellite link between schools.

	and reflect on their significance.	environment, homelessness and child labour.	penfriends from a French speaking country and when possible, to visit France.	
Urdu	Spirituality is explored in languages and within Urdu especially. Different faiths and beliefs are studied; for example within the 'Festivals' topic where different personal beliefs are explored.	Languages provide students with the opportunity to engage with and discuss moral and ethical issues.	Students explore not only the Asian culture (through visits and school activities), but also engage with discovering and learning about other cultures.	Languages are a key subject in helping students develop their social and interpersonal skills. In Urdu, we encourage our students to participate and collaborate as much as possible, encouraging group work and class discussions. Speaking and listening activities are used as a tool to help students develop their social skills.
Curriculum Example	In Urdu, students learn about religious festivals and activities in the "Festivals" topic. This gives an insight into spirituality and offers them an understanding of the different spiritual practices.	Key moral issues, such as looking after and respecting your elders, are taught and reinforced throughout the topics such as "Family and Friends". Our students also organise and participate in events where money is raised for charities.	Students learn about Asia and the Asian culture. Where possible they also take part in visits to restaurants, cinemas, etc, where they are exposed further to the Asian culture and learn key values. In addition, they participate in events such as Eid, Diwali, etc.	Students actively participate in events and parties such as Christmas and other religious parties. When possible they also go on day visits as a social group to learn more about culture.
Bengali	Students are encouraged to discover other lifestyles, values and beliefs and to develop their understanding of the wider world.	Students are encouraged to explore different aspects of morality and develop their understanding of ethical issues.	Understanding of cultural issues specifically of the Bangladeshi community can be developed in the context of all the topics studied in the Bengali GCSE curriculum.	Students are encouraged to participate positively in speaking and listening activities. They articulate their own views and opinions on a variety of topics.
Curriculum Example	In Bengali, students learn about festivals and religious celebrations all over the world in the topic 'Customs and Festivals' in Bengali speaking countries/communities'.	Students explore issues such as the environment and homelessness, through the 'Global issues' topic.	Students learn about Bangladesh and carry out research on Bengali speaking countries. They also learn Bengali poetry and songs.	Students participate in two Eid celebrations in school each year, when possible, and take part in entertainment at the celebrations.

Humanities				
History	History requires students to reflect on the ways in which their religious and spiritual beliefs may differ from those in the past, even those who are of the same religion. In many of our units, we explicitly consider the religious dimension of people's behaviour in the past.	History is an intrinsically moral subject, because it requires students to make judgements about the causal effects of behaviour and whether such behaviour was justified. However, the moral implications of the history under study arise from the work, rather than being imposed on it: students are asked to consider moral viewpoints quite different from their own, and examine actions in the past in light of the morality of those in the past, rather than their own.	We explicitly cover the emergence of "British society" in a unit in Year 9, considering the changing nature of the peoples who lived in the Atlantic Islands from the end of the last Ice Age to the present. Many of our units require students to consider why societal relations collapsed or certain forms of society came to be.	The cultural variations amongst inhabitants of the British Isles, and the ways in which these have led to confrontations, compromises and reimaginings, is part of our work on British society.
Curriculum Example	In our consideration of Islamic Empires, we consider the impact of Islam as a belief system on the peoples of Arabia and beyond. In our unit on Cromwell, we examine the distinctions between peoples of different Christian denominations.		One example; between Aryan and Jewish Germans or the creation of slave societies in the Americas in the early modern period.	We also consider the cultural inheritance of the Middle Ages and of the Islamic Empires, as well as the fashion in which the cultural relationship between the British and inhabitants of the Asian subcontinent altered over the centuries from the reign of Elizabeth I to the present.
Geography	Geography aims to instill in students a fascination and awareness of the world around them and to use geographical concepts in order to construct their own sense of places.	Geography encourages students to examine how their own actions impact upon other places, environments and geographical processes.	Students explore the cultural heritage of the area in which they live, examining how flows of people and goods have shaped this heritage over time. We encourage students to consider the feelings and wishes of those from a variety of cultures when considering	Geography aims to instill an awareness and appreciation of diversity in all areas of life and to understand and relate to a wide range of differences when exploring a range of different topics.

			sustainable solutions to geographical issues.	
Curriculum Example	For example, students explore desert, tropical and tundra ecosystems across key stage 3. Students are required to explore situations from a range of perspectives, such as arguments over the UK housing crisis at Key Stage 4 and reflect upon managing situations involving a variety of differing views e.g. in exploring the impact of traffic on the local area. They must also create solutions related to geographical situations, for example in year 9, students evaluate different flood defense methods and in year 9, they design clothing for environments where there is extreme cold.	In year 8, students do this through examining the implications that their food and consumer choices have on their carbon footprint. They are encouraged to use reasoning in order to explore sustainable solutions for threatened peoples and environments such as the arctic tundra biome. They examine real life actions and decisions, empathising with those who are made vulnerable as a result of these decisions, for example through looking at economies of scale and the impacts of these upon the poorest people in society.	In year 7, students investigate urbanisation and how urban processes have shaped and changed their local area over time. In year 8, students investigate global climates and consider the contrasting impacts of climate change on a wide range of international stakeholders. Students also investigate regions and communities experiencing resource scarcity. They are encouraged to show respect when engaging with other cultures in a variety of geographical settings including their own and the unfamiliar e.g. through exploring the development of Africa in year 8.	Students develop a range of communication skills including debate and conflict resolution, through issues such as deforestation, flooding and gentrification in inner city areas. Students understand the role of the nation state and international organisations in conflict resolution at Key Stage 4, exploring the importance of discussions as a means of action. The interconnections between local, national and global communities are continually considered through topics such as migration, urbanisation, trade and aid and globalisation.
Philosophy, Religion & Ethics	PRE helps pupils consider and respond to questions of meaning and purpose in life, and to consider and respond to questions about the nature of values in human society. Students are encouraged to engage with their own spirituality and reflect on how spiritual practices could impact an individual.	PRE helps pupils consider and respond to aspects of morality by using their knowledge and understanding of religious and ethical teaching, and enabling them to make responsible and informed judgements about religious and moral issues. Ethical questions are considered within many of the PRE units of study, students refer to their own beliefs and religious scripture to critically reflect.	PRE helps foster pupils' awareness and understanding of a range of beliefs and practices in the community and the wider world, and by exploring issues within and between faiths. This will develop their understanding of the cultural contexts within which they and others live. PRE enables students to investigate and reflect on how culture can affect religion and vice versa. We study the impact culture	PRE helps pupils develop their sense of identity and belonging, and by preparing them for life as responsible citizens in an increasingly diverse society. Students are given the opportunity to consider the influence religious belief and practices have on the individual and wider society. Students are encouraged to reflect and widen their understanding of the diverse complexity of faith, practice and belief in 21 st century society.

			has nationally and globally on religious practices and beliefs.	
Curriculum Example	'What is real?' Year 7 unit. 'Is God responsible for the holocaust?' Year 9 unit. Through 'Mindfulness' secular (non-religious) meditation. Year 10 Philosophy course.	'Should Shambo be saved?', Year 7 Hinduism unit. 'Can you be a feminist and a Muslim?' Year 8 Islam unit. The Religion an Life Issues paper addresses several moral and ethical questions on topics such as; War, Prejudice, Abortion, Animal Rights and Climate change.	Mexican Day of the Dead unit in Year 8. Islam and women unit Year 8. Northern Ireland Unit in Year 9.	Year 7 Sikhism and equality unit. Year 8 Buddhism unit. Year 9 Jewish belief unit. In addition, units such as prejudice and discrimination and Religion and Young people, help students reflect on the social aspect of religion.
Sociology	Sociology allows students to reflect on their own beliefs, values and experiences in life and apply these to the contexts they are learning about. Students reflect on the ways in which religious faith forms an important part of identity and how this creates opportunities and challenges in the modern world.	There is a lot of discussion about ethics within the research process and consideration of how social investigations can affect communities and individuals. Students explore how identity and culture are transmitted and passed on over generations and consider some of the moral issues this poses in terms of gender identity. Students investigate different perspectives linked to class and poverty and reflect on the morals underpinning these perspectives	Exploring cultural diversity is a key theme within Sociology. This helps develop respect for diversity, mutual understanding and tolerance. We also consider how culture is acquired and how it influences a person's identity Students develop an appreciation how culture is flexible and and changes over time	Sociology allows students to develop a deeper understanding of the social world they live in and how an individual's up impacts on his/her life. This helps students appreciate differences between and within communities.
Curriculum Example	Students explore the ways in which faith shapes identity and how this impacts on culture. They reflect on the impact that being a member of a faith group can socialise individuals and shape behaviour. Within the family unit students can work out the family type they	Inequality underpins much of the teaching and learning in Sociology and so students make moral judgements about a range of issues. In the family unit, students reflect on changing conjugal roles and the impact of these on women. The social differentiation and	Students develop an appreciation for culture and cultural diversity and apply this to their understanding of the nature / nurture debate. Changing societal trends are explored in the family. E.g. changes in divorce rates, cohabitation, lone parent	Students develop communication skills through debate and discussion of social issues. Students explore cultural differences across cultures, over time and within society and apply this to their understanding of the nature nurture debate.

	are in and can understand different family set ups and the causes and consequences for each family setup.	stratification unit explores causes and consequences of inequality and the morals underpinning different perspectives. The Crime unit requires students to consider the links between poverty and crime but also how differential policing and institutional racism unfairly criminalises some groups in the UK.	families, smaller family size and singlehood. The impact of culture and cultural capital on educational success is considered in the Education unit.	
Design & Technology				
Resistant Materials	Resistant Materials Technology aims to help students develop a sense of self worth and to gain insight into ways of thinking that go beyond the core curriculum and enhance it. The range of experiences and creative processes include a strong use of spatial intelligence and recognising the value of made objects from a global range. They will need to be resilient and purposeful in an area that many of them are unfamiliar with.	Learning about the considerable moral issues relating to the modern world. Understanding that designers and inventors must be aware of the possible negative and positive effects of their products. They should be able to express an opinion and argue about such issues	To reflect on products that are special to their own communities and explore how other societies solve similar problems differently.	To learn to work together to complete tasks they could not do alone and to share resources, tools and equipment. To understand the role of labour and economics in getting a product to market.
Curriculum Example	Using tools and machines that they thought they would not be capable of using to produce parts of a product that can be joined together successfully. They are proud of themselves when they do this!	Understanding the positive and negative effects of consumerism. Understanding that labour forces needed to produce some cheap products are being exploited.	Some communities might need to store their shoes by the front door. Some communities use different eating utensils or none.	Year 9s design and make a product that can be batch produced. We address industrial awareness.

Graphics	Graphics aims to expose students to a range of experiences and creative processes that helps them to make sense of the world and develop a sense of aesthetic appreciation.	Learning about the considerable moral issues relating to the modern world. Understanding that designers and inventors must be aware of the possible negative and positive effects of their products. They should be able to express an opinion and argue about such issues	To reflect on products that are special to their own communities and explore how other societies solve similar problems differently.	To learn to work together to complete tasks they could not do alone and to share resources, tools and equipment. To understand the role of labour and economics in getting a product to market.
Curriculum Example	Studying the work of designers and creating their own very personal interpretations and responses to their work.	Understanding the positive and negative effects of consumerism. Understanding that labour forces needed to produce some cheap products are being exploited.	To be aware of how graphic images can be offensive to some communities and not to others.	Year 9s design and make a product that can be batch produced. We address industrial awareness.
Food Preparation & Nutrition	Students may develop a real love or passion for the work they do and a sense of satisfaction and pride in what they produce/ achieve in the lessons.	When designing and making food products, students need to consider a range of issues. Environmental and economic considerations are important in terms of choosing materials –this applies to ingredients, packaging materials, equipment etc.	Students have an opportunity to understand and appreciate a wide range of cultural influences in Food. Students are encouraged to share experiences of cooking, meal planning, food traditions at festivals, such as Diwali, Christmas, Eid etc. As a department we encourage and support students in cooking food for a range of celebrations such as the “Christmas event.” Our wall displays in the Food rooms and the resources we use also celebrate food from a variety of cultures.	Due to the practical nature of the subject students are organised into teams to complete activities. Students talk, share and discuss at various points in the lesson as part of the learning process. Food is central to social development and this is evident in all cultures and socio- economic groups.. The social aspect of this work and more relaxed environment enables the students to develop their communication skills and their ability to offer constructive criticism. Listening and active participation are also evident in such lessons.

Curriculum Example	The practical nature of the subject offers a range of opportunities to develop and express their own ideas and attitudes when designing meals to meet the needs of different people.	For example students need to consider the moral implications of their decisions and weigh up the advantages and disadvantages of what shops they choose to buy ingredients from. Locally produced food as opposed to food from the supermarket which has clocked up a huge amount of food miles! Consider the advantages of organic, fair trade, free range etc.	This is exemplified in Year 8 & 9 where the students are given the opportunity to make their own family favourite meal and share with others their heritage, through the medium of food.	Examples include equipment investigations, sensory analysis which involves tasting of food, disassembly of food products and cleaning tasks. We also try to give them opportunities to prepare, cook and then eat with their friends and occasionally teachers.
Fashion & Textiles	Fashion and Textiles allows students to explore a range of materials and processes en route to making their own products. This exploration leads to many opportunities for awe and wonder. With its myriad of visual possibilities and rich history, students exploring textiles art can make vastly differing and highly personal outcomes in fabric, thread and yarn.	Issues around sustainability and fabric choices are endemic to the subject and reuse/recycling is encouraged. Textiles is a very good vehicle to convey thought provoking messages or evoke discussions around ethical /moral issues e.g. use of fur, cost of products, purpose of haute couture.	Students will research a wide range of designers/artists from deliberately chosen diverse backgrounds in both historical and contemporary contexts. This broad approach working in tandem with students' own cultural experience helps to stimulate student awareness and depth of understanding when undertaking their own work.	Due to the physical space and equipment constraints students have to habitually work cooperatively and in tandem with each other. Looking at each other's work and making suggestions for improvement is baked into the learning process from an early point in the learning journey. We encourage/host events, visits and social opportunities to build student skills in this area.
Curriculum Example	The "awe and wonder" when their idea is pursued or a product works reflects a range of emotions from enjoyment, fascination, passion, pride and thrill to satisfaction and achievement.	Students are encouraged to consider these issues beyond the immediate pleasure of designing and making a product for themselves so that their choices demonstrate ownership and application of moral issues.	For research for example, students may need to draw on their own heritage and extend their knowledge of other cultures to develop appropriate design solutions. They may look at the work of contemporary or historical designers to stimulate their thoughts.	To support students to improve we regularly use peer assessment of students designed and completed pieces.

PE	PE exposes students to a range of experiences supporting them to make sense of aesthetic appreciation.	PE develops a student's sense of fair play and sportsmanship. allowing pupils to learn how to win and lose.	Students explore a variety of cultures within sport looking at where sport originates from and the success of different countries.	Allows students to develop socially through communication and teamwork. We provide out of schools access for students to develop socially within the community.
Curriculum Example	Dance Yoga	All team sports Game play	Handball Basketball Football Dance	Fixtures Interform Events Orienteering
Dance	Dance allows students to develop aesthetic appreciation for different movement actions, encouraging them to reflect on performance.	Students explore a variety of moral issues within dance. Looking at different political areas.	Students look at different styles of dance based on different cultures around the world.	Students work with others to analyse, evaluate and improve performance.
Curriculum Example	Street Dance	Ghost Dance	Aboriginal Dance	Choreographic processes Social Dances
Computing & Business				
Computing & Business		In computing students reflect on how their on-line behaviour can impact on others. For example they study the moral issues behind current legislation.	In business studies we look at various entrepreneurs and ensure we are including a culturally diverse group.	In computing students learn about using technology responsibly for social purposes. They learn about safe social network profiles and the issues around on-line etiquette
Curriculum Example		Yr8 Database assignment – Data Protection Act task. Yr11 Unit R001 - Computer Misuse Act	Unit 1.2 – Research task on different entrepreneurs	Yr7 E-safety assignment

Citizenship & Personal, Social, Health Education (Learning for Life)

Department	Spiritual	Moral	Cultural	Social
KS3 Citizenship	Students reflect on their own values and beliefs and how these make them both unique and part of a wider diverse community. They foster respect for different people's faiths, feelings and values.	Students learn to recognise the difference between right and wrong and the consequences of their behaviour and actions on themselves and others	Students develop an appreciation of what it means to be British and reflect on their own identity. Students explore the benefits and values of living in a multicultural society where diversity and tolerance are celebrated. Students develop an understanding of the rights of individuals to choose and hold a range of faiths / beliefs and that these rights are protected in law.	Students develop an appreciation of fundamental British values relating to democracy and the importance and value of participation in the democratic process. Students also develop an appreciation of fundamental British values relating to the importance of laws in protecting citizens wellbeing and safety. Pupils engage with the values of democracy, the rule of law, individual liberty and mutual respect and tolerance.
Curriculum Example	Y7 unit British Values - protected characteristics	Y7 Rule of Law; Friendship unit, Y8 Staying safe - bullying Y9 drugs and the causes of crime	Y7 unit British Values	Y7 British Values; Personal Safety Friendship unit, Y8 Staying safe - bullying Y9 drugs and the causes of crime;
KS4 Citizenship	In Citizenship, students reflect on their personal values and how these are shared by communities within the UK. They consider the variation in spiritual belief which exists in our society and reflect on how there is mutual respect and overlap in these identities.	In Citizenship, students reflect on morality and consider how their actions can affect themselves and others in their communities. They are encouraged to develop awareness of ethical issues and reflect on how to overcome challenging situations.	Citizenship raises the students' awareness of "the self" and helps to foster an understanding of what encompasses British identity. It celebrates diversity and engenders respect and tolerance for the cultural backgrounds and diversity of the country they live in.	In Citizenship, students engage with an awareness of the world they live in, and how they can be proactive in engaging with local and global issues. They learn about interdependence and how to engage within communities at a national and international level.
Curriculum Example	Y10 SRE - Relationships - protected characteristics	Y10 World of Work – Examining legal requirements such as health and safety	Y10 SRE - Relationships - protected characteristics	Y10 World of work; y11 SRE - consent; relationships
KS3	Students are encouraged to reflect on the ways in which	Students reflect on their own values and their beliefs in what	In L4L we instill an awareness and appreciation of diversity in	Students are supported during their transition from primary to

<p>Learning for Life</p>	<p>body image and self-esteem can be manipulated in the media and the impact this has on their own sense of wellbeing. They consider healthy lifestyle choices and the impact this has on personal wellbeing.</p>	<p>is right and wrong in different situations. This will enable them to make sensible and safe decisions now and in the future.</p>	<p>all areas of life. We promote a sense of inclusion & acceptance of students from different cultural backgrounds. Students develop an understanding of the benefits of living within a multicultural community. This helps develop respect for diversity, mutual understanding and tolerance.</p>	<p>secondary school. Units in Year 7 and 8 help to prepare students for the changes they will undergo during puberty. Students are informed about bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying (racist, disability, and homophobic abuse). They learn how to protect themselves and how to get support. Pupils receive effective guidance regarding options choices at GCSE and begin to investigate different career paths helping them to make informed choices</p> <p>Pupils</p> <p>Students are informed about substance misuse, the effects on the individual and wider society</p> <p>Pupils are informed about budgeting, debt and personal finance</p>
<p>Curriculum Example</p>	<p>Y7 growing and Changing; Y8 Self esteem - body image Y9 Drugs</p>	<p>Y9 units on Drugs and Crime - smoking, alcohol, drugs, smacking, crime. Y8 Staying Safe -Bullying, responsible use of mobile / computer devices and social media</p>	<p>Y7 British Values Y9 SRE - students explore cultural practices such as FGM and forced marriage</p>	<p>Y7 Friendships; Growing and Changing, Y8 Body Image & Self Esteem; Staying Safe -Bullying, responsible use of mobile / computer devices and social media and Healthy Living. Y9 Unit Drugs Y9 unit Economic Well Being.</p>

KS4 Learning for Life	Students reflect on the issue of personal fulfillment and consider how they can achieve this through the different L4L strands. They consider the roles of healthy wellbeing, self-esteem and self-efficacy in developing their overall identity.	In PSHE, students consider the values which they attribute importance to. This helps to foster a sense of right and wrong, when considering situations which may arise in their lives and relationships they may encounter.	Students develop understanding and respect for the cultural variants that exist in our society. They are encouraged to explore cultural specific traditions, and consider whether they are reflective of British cultural values.	In PSHE students explore the relationships that they will forge within school and beyond. They are encouraged to explore the persona that individuals may project in a variety of settings such as work and family life. Students also explore different social situations which may pose risk and explore conflict resolution.
Curriculum Example	Y10 Mental Health; RSHE - Healthy relationships Y11 RSHE - pressure - consent	RSHE – relationships unit encompasses self-worth, debate surrounding marriage and age of consent	Y10 RSHE - Healthy relationships Y11 Transition; SRE - pressure - consent	Y10 Y11 RSHE – in the relationships unit, students explore self-worth. They also explore situations which present risks and how to militate against these e.g. domestic violence, images and grooming on social media.

Inclusion teams

Department	Spiritual	Moral	Cultural	Social
SEND	In our work with students, spiritual values of all religions are valued. A sense of enjoyment and fascination in learning about themselves, others and the world around them A willingness to reflect on their experiences	Students are made aware of right and wrong. They are always encouraged to support and help each other as a model of a moral way of life.	A variety of cultures are studied through discussion, research about different cultures and then they are presented in a multisensory way. Students learn to value cultural diversity.	Social development of our students is central to all our work and is manifested in our curriculum and in our teaching & learning.
Example	There is study of spiritual values through stories and through discussions. Students are	Through social stories, songs and role plays.	Through social stories, songs and role plays.	LSA support is focused on developing students' social

	<p>encouraged to share spiritual values.</p> <p>Life Skills/AQA Unit Award RE/AQA Unit Award Science: To show awareness of the feelings and emotions expressed by others</p>	<p>Personal Social Development/Lifeskills:</p> <p>To develop an understanding of what is right and wrong and apply this in school life and outside school</p> <p>To show awareness of how their actions affect others</p> <p>To respond appropriately to needs and feelings of others</p> <p>To show consideration and kindness to others.</p>	<p>AQA RE Unit Award/AQA ART Unit Award/AQA Music Unit Award:</p> <p>To value their own cultural heritage and develop a positive, personal identity</p> <p>To experience and respond positively to the languages, food, music, artifacts and cultural practices of different and diverse communities</p> <p>To be able to value, celebrate and show respect for other people's values and beliefs</p>	<p>development as well as supporting their learning.</p> <p>In all lessons:</p> <p>To develop positive relationships with peers and adults including those who are different or have different needs</p> <p>To help and support others and experience being helped by others</p>
EAL	<p>Through building on students' previous experience and learning and by concentrating on their language development the EAL department wishes to broaden students' thinking skills and engage their interest in a variety of texts and languages from diverse sources. Also, developing group and pair work gives students the opportunity to reflect and talk about their beliefs. This can take place in either the students' mother tongue or in English.</p>	<p>The department tries to help students express their understanding of concepts, recognise the needs of others, respect other people's opinions, formulate their own ideas, and re-consider their own values and motives. The pastoral and in-class support system means that the department is able to achieve all of the above, including students at the early stages of English Language development, sometimes with help in their first language.</p>	<p>The department actively promotes group work to encourage students to develop confidence in discussing ideas and opinions in a non-threatening atmosphere. Students are encouraged to question and learn about other cultures in a pluralistic community such as exists at Plashet. They are invited to talk openly about a variety of issues and to become aware of the importance of dialogue as a powerful tool for human understanding.</p>	<p>The department draws upon its strong awareness of the diverse cultural groups in the school to extend students' knowledge and foster better understanding of each other's cultures. We acknowledge what students' can bring to their learning especially from their own cultural and religious background. This leads to both personal development and the understanding and valuing of other cultures and traditions and the enriching of one's own life experience.</p>

			The focus on linguistic development allows teachers in the department to plan and allow for such discourse.	
Example	A range of texts used in Peer Reading, Induction , ESOL and IGCSE ESL. For example: 'Special Occasions' Year 11 ESOL	In class support for RE. Example topic: Miracles Use of bilingual dictionaries	Topic: 'Our Lives' in ESOL Yr 10, 'Travel and Culture' Year 11 IGCSE ESL.	Mid-Phase Admissions: Celebration Trip to Central London Class Friends System
CMD	<p>Personal growth and development learning are integrated within all aspects of the department. All programmes support self-management and individual students need to encourage the use of imagination and creativity in their learning.</p> <p>The mentoring programmes are suitably designed to encompass a holistic view to create a mind-set of accepting responsibility for personal decisions, as well as an understanding of effective communication as a way forward. An opportunity for Self-reflection in relation to one's own experience is always offered.</p>	<p>Coaching and mentoring is seen as a joint responsibility of student and mentor (something done with them and not to them).</p> <p>Time for reflection is highly valued, as to enable individuals to engage in constructive and positive relationships.</p> <p>Developing awareness of self and others is a focus of the CMD; recognising and taking responsibility of the impact self has on others, the school and beyond.</p>	<p>CMD interventions support students to understand and appreciate the diversity of the community they live in.</p> <p>Promoting acceptance and understanding of a wide range of cultural influences. Interventions are also based on all individuals encouraged to welcome feedback and develop strategies of actively seeking it.</p>	<p>Coaching and mentoring is seen primarily as an opportunity rather than as a remedial intervention.</p> <p>Effective mechanisms are used for identifying and addressing barriers to learning as well as providing the tailored individual support required.</p> <p>The CMD provides workshops and AQA accredited courses to actively enhance the use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p>
Example	1:1 Mentoring Intervention helps to identify barriers to learning that prevent individuals from achieving their full potential and helps to remove these barriers. It provides flexible, ongoing and responsive support in a trusting and consistent relationship. The intervention assists in raising	<p>Restorative Justice is a process that resolves conflict.</p> <p>It promotes:</p> <ul style="list-style-type: none"> - telling the truth - taking responsibility - Acknowledgement of harm as an appropriate response to conflict - creating accountability. 	Philosophy for Children (P4C) encourages the students to ask questions and make informed decisions around the stimulus. Leading to a final question being selected democratically.	<p>AQA Peer Mediation</p> <p>AQA Relating Skills</p> <p>AQA Progress and Review with a Learning Mentor</p> <p>AQA Further Progress and Review with a Learning Mentor</p> <p>Transitional Development</p> <p>Internet Safety</p> <p>Craft Club</p>

	<p>student achievement, self-confidence and self-esteem. It also aims to develop students' skills in areas such as target setting, action planning, study skills. The process provides a screening for students who may need intervention in the form of time in the CMD</p>			<p>Progress+ Building Self Confidence Adolescent Development Moving On Cheerleading</p>
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Appendix C

British Values at Plashet School

This document should be read in conjunction with the document:
Spiritual, Moral, Social and Cultural Development at Plashet School

At Plashet School we acknowledge our obligations as a maintained school under section 78 of the Education Act (2002) which requires schools, as part of their broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of students within school. As part of this provision we are committed to promoting British Values within our school.

The document '[Promoting Fundamental British Values as part of SMSC in Schools](#)' (Ref: DFE-00679-2014) offers the following guidelines.

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

At Plashet School, we do this through our assemblies, Learning for Life and PRE (Philosophy, Religion & Ethics) programmes. Our assembly themes reflect these values. Students are offered the opportunity to learn and reflect on these values through tutor time, Year Group and Religious Assemblies.

Our Learning for Life programme is planned to include units of work on British Values, protected characteristics and community Values. In PRE lessons students study all of the six major world religions. Students will also consider atheist, agnostic and humanist viewpoints. Schemes of learning within PRE include explicit units of work on Equality and Prejudice and Discrimination.

Our student code of conduct and behaviour policy uphold fundamental British Values. In this respect, all members of the school community are active in promoting British Values and understand their duty to challenge opinions or behaviours in school that are contrary to these. The staff code of conduct states; "all staff employed under Teachers Terms and Conditions of Employment have a statutory obligation to adhere to 'The Teacher Standards' 2012 and in relation to this policy. Part 2 of the Teachers Standards – Personal and Professional Conduct." In this respect it is a requirement that all teachers uphold DfE defined fundamental British Values to ensure 'public trust in the profession and... high standards of ethics and behaviour, within and outside school'.

The guidance also requires Schools to actively promote principles that:

'Enable students to develop their self-knowledge, self-esteem and self-confidence'.

Our mission statement "*working together to promote and celebrate achievement*" underpins all we do. The development of students' self knowledge, self esteem and self confidence are integral to our philosophy and ethos.

We offer our students a comprehensive Citizenship and Personal, social Health Education Programme called Learning for Life. The aim is to support their development as informed and self-confident citizens of the future.

Students participate in a variety of targeted intervention programmes including nurture groups where self-esteem is low. Our dedicated wellbeing department runs a variety of interventions where students are referred for low self-esteem and confidence. Our rewards system and year group assemblies allow students to celebrate their achievements as a school community.

To develop a 'love of learning', our enrichment curriculum programme supports students to participate in activities designed to increase interests, build character and support the development of learning oriented behaviours.

'Enable students to distinguish right from wrong and to respect the civil and criminal law of England'.

All our staff maintain high expectations of our students, but most importantly we expect Plasett Students to have the highest expectations for themselves. This manifests itself through our students and staff code of conduct and our behaviour systems. Where students do not meet our expectations, we have a range of intervention programmes to support students in making the right choices. We have a dedicated safer schools officer who works closely with students and staff. This included contributing to the taught curriculum through assemblies and providing intervention where required.

Across the curriculum teaching and learning strategies require students to make decisions and discuss consequences. Problem based learning is an effective pedagogy utilised across a variety of subject areas. Students are encouraged to discuss their opinion and justify their responses. In PRE & Learning for Life lessons are designed explicitly to support students' ability to distinguish right from wrong and to respect the civil and criminal law of England.

'Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely'.

We recognise dialogue as an important aspect of supporting our students' emotional growth. Therefore this underpins our sanctions policy and the intervention work in place to support students in accepting responsibility for their actions.

The dedicated school charities, school council and our student leadership programme support students to contribute positively to the lives of those living and working in the locality of the school and to society more widely. Our students are active within their learning. All curriculum departments have prefects attached to them, often with older students being given the opportunity to support the learning of younger students. Sports leaders are used to promote healthy lifestyles to students.

'Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England'.

'Enable students to acquire a broad general knowledge of and respect for public institutions and services in England'.

To model democratic processes, these are replicated within school through the democratic election of student council representatives. At Plashet School, we ensure that all students within the school have a voice that is listened to.

In PRE, English and Humanities lessons students are supported to frame arguments and defend points of view. We have an active debate society that participates in regional and national competitions.

Students are actively involved in their learning, having opportunities to evaluate the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries through a variety of curriculum activities.

'Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures'.

'Encourage respect for other people'.

Plashet School is a fully inclusive multicultural school. Students and staff are mindful of the needs of others. Where the curriculum permits, we are dedicated to teaching in mixed ability groups believing this reflects the social mix of the world outside of the classroom. We believe this form of teaching provides the best educational experience and life preparation for our students. Our students are encouraged to learn about different religions and cultures and to celebrate the diversity with our school community and within society. Our school uniform reflects the dress codes of different faiths and cultures. Our students are permitted to wear one item of jewelry of religious significance. Our behaviour codes and behaviour policy reflect our beliefs in tolerance and harmony between different cultures and religious groups.

At Plashet School we recognise the importance of collective worship and believe that all our students should be provided with equal opportunities to have involvement in either a non-confessional assembly or a confessional act of worship that is personal to the faith of individual students and their families. To conduct acts of worship of a wholly or mainly 'broadly Christian character' would deprive our students the opportunity to effectively engage with their own faith in a way that is appropriate to them. We offer an alternative form of collective worship which is meaningful to all of our students and which allows them to reflect on their personal values and beliefs while developing our school community to recognise the importance of the pluralistic nature of our community and our shared spiritual and moral values. As our programme is led by faith representatives and teaching staff, students are provided with the opportunity to learn about and from religion and culture from a variety of different faith representatives. We are also keen to ensure our students recognise that there is diversity with faith and culture itself and therefore encourage the widest selection of assembly speakers from within the school as possible.

Across the curriculum students have a number of opportunities to learn about different religious and cultural traditions and develop an acceptance that other people having different faiths or beliefs to oneself (or have none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. These values underpin learning in PRE where students

learn about the beliefs of others and develop skills such as understanding and empathy. Both PRE and Learning for Life provide opportunities for students to develop their understanding that the freedom to choose and hold other faiths and beliefs is a fundamental British Value and therefore is protected law. Students are encouraged to reflect on their role in combating prejudice and discrimination and the contributions they might make to shaping society.

Appendix D
Plasht School Tutor Programme: Autumn Term 2021
SMSCD Theme of the Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 11	Word Consciousness	Assembly	YC Choice	Reading Aloud	SMSCD
Year 10	SMSCD	YC Choice	Reading Aloud	Assembly	Word Consciousness
Year 9	Reading Aloud	Word Consciousness	SMSCD	YC Choice	Assembly
Year 8	SMSCD	Reading Aloud	Assembly	Word Consciousness	YC Choice
Year 7	Assembly	SMSCD	Word Consciousness	YC Choice	Reading Aloud

Responsibilities:

Word Consciousness: Grace Evenhuis & Ann Clifford Smith

Assembly: Year Coordinator

YC Choice: Year Coordinator

Reading Aloud: Coordinated by Louisa Sanderson, led by form tutor

SMSCD: Coordinated by Sarah Heath, with support on rota below, led by form tutor

Week Beginning	Theme	SMSCD Resource designed by
6th September	Reconnection	Year Group LT Line manager
13th September	Unity	AFO
20th September	Conduct	SHE
27th September	Equality	GAI
4th October	Solidarity	BBO
11th October	Peace	SHE
18th October	Light	KCH
1st November	Anti Bullying	SHE
8th November	Remembrance	TOB
15th November	Leadership	JHY
22nd November	Community	LST
29th November	Democracy	SGA
6th December	Space	LSA
13th December	Joy	SHE

Plasht School Tutor Programme: Spring Term 2022
SMSCD Theme of the Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 11	Word Consciousness	Assembly	YC Choice	Reading Aloud	SMSCD
Year 10	Word Consciousness	YC Choice	Reading Aloud	Assembly	SMSCD
Year 9	Word Consciousness	Reading Aloud	SMSCD	YC Choice	Assembly
Year 8	Word Consciousness	Reading Aloud	Assembly	SMSCD	YC Choice
Year 7	Assembly	Word Consciousness	SMSCD	YC Choice	Reading Aloud

Responsibilities:

Word Consciousness: Grace Evenhuis & Ann Clifford Smith

Assembly: Year Coordinator

YC Choice: Year Coordinator

Reading Aloud: Coordinated by Louisa Sanderson, led by form tutor

SMSCD Resource: Coordinated by Sarah Heath, with support on rota below, led by form tutor

Week Beginning	Theme	SMSCD Resource designed by
10th January 2022	Understanding	SHE
17th January 2022	Liberty	AFO
24th January 2022	Support	KTH
31st January 2022	Courage	GAI
7th February 2022	Independence	SGA
21st February 2022	Kindness	KCH
28th February 2022	Social Justice	TOB
7th March 2022	Merriment	JHY
14th March 2022	Wellness	LST
21st March 2022	Voice	BBO
28th March 2022	Influence	LSA

Plasht School Tutor Programme: Summer Term 2022
SMSCD Theme of the Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 11	Word Consciousness	Assembly North Hall	YC Choice	Reading Aloud	SMSCD
Year 10	Word Consciousness	SMSCD	Reading Aloud	Assembly North Hall	Religious Assembly
Year 9	Word Consciousness	Assembly South Hall	SMSCD	Reading Aloud	Religious Assembly
Year 8	Word Consciousness	Reading Aloud	Assembly North Hall	SMSCD	Religious Assembly
Year 7	Assembly North Hall	Word Consciousness	SMSCD	Reading Aloud	Religious Assembly

Responsibilities:

Word Consciousness: Grace Evenhuis & Ann Clifford Smith

Assembly: Year Coordinator

Reading Aloud: Coordinated by Louisa Sanderson, led by form tutor

SMSCD Resource: Coordinated by Sarah Heath, with support on rota below, led by form tutor

Week Beginning	Theme	SMSCD Resource designed by
18th April 2022	Compassion	SHE
25th April 2022	Strength	LST
2nd May 2022	Charity	TOB
9th May 2022	Service	KCH
16th May 2022	Equality	GAI
23rd May 2022	Citizenship	JHY
6th June 2022	Belonging	BBO
13th June 2022	Creativity	LSA
20th June 2022	Passion	SHE
27th June 2022	Flow	LST
4th July 2022	Failure	TOB
11th July 2022	Recovery	KCH
18th July 2022	Progression	SHE

