

Social, Moral, Spiritual and Cultural Ethos at FGS

Spiritual 1. Understanding and respecting different beliefs, feelings and values 2. Experience fascination, wonder and awe 3. Using imagination and creativity in learning 4. Reflecting on experiences 5. Developing and expressing personal feelings, beliefs and values	Moral 1. Exploring different moral codes and values 2. Recognising the difference between right and wrong 3. Understanding the consequences of actions 4. Reflecting on moral and ethical issues 5. Developing and expressing personal views and moral values
Social 1. Developing social skills 2. Working with and socialising with pupils of different religious, ethnic and socio-economic backgrounds 3. Cooperating well with others 4. Reflecting on and being able to resolve conflicts effectively 5. Understanding the way communities and societies function at a variety of levels 6. Willing to participate in a variety of social settings	Cultural 1. Understanding and appreciating the wide range of cultural influences that have shaped personal values and identity 2. Participating in and reflecting on a wide range of cultural opportunities 3. Exploring, understanding, celebrating and respecting cultural diversity in local, national and global communities 4. Willingness to participate in and respond to, eg, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

Spiritual - understanding and respecting different beliefs, feelings and values

Around school

- All staff will promote respect for different beliefs, feelings and values in their dealings with each other and with students.
- In tutor time tutors will foster an environment of respect for others.
- In assemblies respect for difference will be reflected on a regular basis.
- For special and unusual events see extra support.
- School council – in meetings all members must take account of the various feelings and values of all members of our community.
- SMSC / WOW (Word of the week videos) videos – shown during tutor times which cover a range of spiritual issues and provide a springboard for tutors to discuss spiritual matters with their form.

In extracurricula activities, trips and visits

- MFL trips to foreign countries teach pupils about different ways of being and of seeing others.
- PGL trip in Year 8 encourages pupils to support each other when they do daring feats and to empathise with how these ordeals are different for each of us.
- Optimum - Enterprise activities during **Challenge Days**. Students learn the values of the working world and the ethos of business through the enterprise activities they take part in.
- Students review with form tutors the progress they are making towards the different **employability skills**. Discussions will take place which link to the beliefs and values of employers.
- Various **assemblies** throughout the year by staff and outside agencies e.g. NHS, local business and industries & anti bullying groups.
- **Work Experience** - Students may attend a work placement where they have to respect and understand their employers/employees beliefs, feelings and values.
- A varied and comprehensive list of lunchtime clubs and activities are offered to our students. This gives our students an opportunity to mix with a variety of their peers and a chance to plan, explore, develop and experience a range of experiences. This is possible because of the hour we have for lunch and the support of staff.

Examples from lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English - KS4 Students must study poetry from another culture (for example, Seamus Heaney, John Agard), focusing particularly on the beliefs and values of that culture.
- English – KS3 Students study a range of novels and poetry that focus on different beliefs and values. For instance, Boy Overboard by Morris Gleitzman is about a refugee family fleeing from Afghanistan because of their beliefs. Students engage in research about others' beliefs and values during their study of Literature, e.g. research into historical contexts for Shakespeare texts. Students engage in a range of speaking and listening tasks, including role play exercises where they are asked to empathise with others or discuss different points of view.
- Geography- when studying development issues and other parts of the world- for example Africa, Middle East and Asia students foster an appreciation of other peoples place and situation- their beliefs and values when it comes to everyday life in Megacities and rural landscapes. Respect of different cultures is focussed on when comparing lives of students with those in from other cultures- examples include Communism in China.
- Maths - preparing lessons to include all students' needs and values reinforces the need to be respectful to other people's beliefs. Getting students talking to each other and staff members also introduces them to different beliefs and values.
- Science - Showing respect for differing opinions, on creation for example.
- RS & RE – in the vast majority of lessons – see attached lessons.
- History (KS4) - The Plains Indians Students consider and discuss questions or issues relating to the Indian meaning of life and are aware of the ethnic diversity of American society. Students appreciate the role of leaders in the Mormon community and are aware of the religious diversity of American society. Students

consider the role spirituality played in Ancient Medicine. Students discern and consider how the Church can help/hinder progress in medicine. Students will appreciate how both Christian and Islamic beliefs can aid progress in medicine.

- History (KS3) - Students consider the role the Church played in Mediaeval Life and the importance of spirituality therein. Students consider the role of the Church within the history of the monarchy, particularly the Tudors. Students study the spirituality of the Black People's of the Americas including the negro spirituals
- Geography (KS4) - Feelings of a child living in a squatter settlement, victims of volcanoes, migration of people from different countries -Mexico to USA, Central Africa to Europe, Population - understanding why birth rates are high in UCs, low in ACs.
- Geography (KS3) Year 9 - a study of Indigenous communities in the Amazon, Year 8 feelings of a child living in a squatter settlement. Understanding victims of a natural hazard - flooding in Year 7, earthquakes in Year 9 and volcanoes in Year 8, migration of people from different countries - Mexico to USA, Central Africa to Europe in Year 8.
- MFL - Important days of the year (Christmas, Easter, Halloween, Saints Days, Festivals).
- Music - A wide range of music is studied throughout KS3 and 4 enabling pupils to explore different attitudes and beliefs relating to music around the world For example: Year 7: Chinese music and samba term 3, Year 8: Gamelan term 2, Year 9: Indian Music term 2, GCSE: African drumming, Indian classical music, bhangra, Greek music, Israeli and Palestinian music, samba and calypso.
- Art (KS3) - By thinking about their own likes, interests, hobbies and personal experiences, students develop their ideas and research, particularly when looking at Islamic architectural styles (Year 8), and understanding how Kandinsky expressed his feeling through listening to music and creating artworks (Year 9).
- Art (KS4) - By reflecting back on life experiences and researching different artistic styles and contexts, students develop ideas that reflect their own personal beliefs, values and feelings, which will be illustrated in their final art piece.
- Drama - Performing is all about understanding and respecting people's individual beliefs, as well as being able to understand the beliefs of others.
- IT - During the course of KS3 and KS4, the pupils solve set tasks using a variety of ICT tools. These tasks are based on real life situations and cover a full range of life experiences.
- **'Soft' Technology** - KS4 – *Food* - design products to meet the needs of clients and consumers; consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products; Food choice provides students with a detailed understanding of religious, cultural diets and beliefs and also provides an opportunity to research and understand how local customs affect food choices/diet. In addition, the KS4 curriculum also provides students with the opportunity to learn about lifestyle choices including Veganism, Vegetarian, Peskatarian & Climatearian diets choices. *Textiles* - understand the moral and environmental issues associated with textiles production and consider the types of material being used, the source of the material and associated environmental impacts are all covered; *Child Development* - Students are encouraged to consider the values, attitudes and roles of people that prevail in societies and communities. Pupils should understand and respect different approaches to child development and how these are influenced by the society or community into which a child is born.
This includes recognising and understanding values, attitudes and beliefs connected to peoples life choices whether based on religion, culture, family values which impact decision making around what is right or wrong, good or bad. Opportunities also exist to consider questions of group identity, belonging and behaviour which directly influence both parents and children. A discussion of the ways in which children are brought up in different cultures will be both interesting and valuable.
- 'Hard' Technology KS4 – during project pupils must investigate the client's needs and understand what they are and how to meet them.

For pupils who need extra support in this area

If there is a specific issue where a pupil or a group needs to deepen their understanding of how others think and believe differently we use one or more of the following methods:

- Pupil mediation – to help empathise with others and reflect on how a pupil's actions make another person feel.
- Anger management sessions - help pupils understand how others think and feel.

- Restorative conferencing which helps pupils to resolve conflicts and understand how their actions are perceived by or affect others.
- Nurture group – spending extended periods of time with small groups of pupils in a nurtured environment that provides a safe place in school where regular conversations will happen to support understanding of themselves and others.
- A bespoke lesson for identified pupils with the Head of RE on topics such as using racist language and sensitivity to issues like the Holocaust or Islamophobia
- Trained Inclusion staff to support identified pupils to explain and develop an understanding of spiritual issues (ie conceptual / abstract) and to develop empathy. This supports students who feel caste out of society as they see different views or beliefs as rejection.
- Arrange intervention by PCSO to understand legal implications of, for example, racist language, cyber bullying.
- One-to-one discussion with students about causes and effects of different beliefs.
- LSA support to allow access to lessons where needed.
- Study Focus allows students to have a sanction whilst providing time to reflect . Specific work can be set, maintaining curriculum continuity as the students are taught by specialists. The individual emotional, behavioural and safeguarding needs of individual students are also taken into account.

Spiritual - Experience fascination, wonder and awe

Around school

- In assemblies.
- Thought for the week – a phrase or quote that will encourage pupils to think deeply.
- Extraordinary events - such as the Olympics which will be marked by staff and pupils.
- SMSC videos – shown during tutor times which cover a range of spiritual issues and provide a springboard for tutors to discuss spiritual matters with their form.
- The “Read Aloud” program in Year 9 and 10 is a time when students are read to (by staff) and follow the text in their own book. This is an opportunity to extend their cultural experiences and knowledge but also a time to experience a story fully and engage in it on an emotional and personal level.
- Prep is provided for students in Year 7 & 8 (Homework continues after this) which is designed to be varied in content and demand. Preps can involve artistic, sporting or musical content and is fully supported by Frog in order that students can have a broad variety of content and inspiration as a focus for Prep.
- A varied and comprehensive list of lunchtime clubs and activities are offered to our students. This gives our students an opportunity to mix with a variety of their peers and a chance to plan, explore, develop and experience a range of experiences. This is possible because of the hour we have for lunch and the support of staff.

In extra curricular activities, trips and visits

- Optimum Students participate in a variety of experiences on **Challenge Day** with external companies.
- Science trips to various museums, zoos and universities allow for students to experience fascination, wonder and awe throughout the day and in the various pavilions and exhibitions on show.
- Students watch a **DVD** of their achievements at the end of year celebration assemblies.
- **Guest speakers/Local Business visitors** (via assemblies, lunch time sessions) some students will get a sense of fascination from the topics discussed.
- Speakers at Nightclub with a variety of life experiences and life challenges faced.
- Drama club in KS3

Examples from lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English - awe and wonder at common human links between the self and characters studied, human diversity and capacity to cope and love, as explored through narratives. Transformative power of words and language on our beliefs and how we view and shape our world.

- Maths: Introducing mathematical concepts by using their history or illustrating where they can be used in real life encourages pupils to appreciate how important maths is, as well as realising that even though it is a very complex subject, it can be broken down into manageable, more interesting parts.
- Geography (KS4) Rivers – awe and wonder of rivers and waterfalls, Weather and climate – sheer expanse of earth's weather systems.
- Geography (KS3) Year 7 - study of Britain's landscape and landforms - as well as rivers and coasts in Year 9 and 10. Year 10 Ecosystems – awe and wonder of ecosystems, Year 7 , weather and climate – sheer expanse of earth's weather systems.
- History - Fascination, awe and wonder in History comes from introducing new civilisations such as African Empires or looking at how the world has changed over time (Medicine Through Time), all the time encouraging pupils to reflect on how past has shaped the world in which we lived and influenced decisions we make
- Science - Encouraging pupils to reflect on the wonder of the natural world, awe of the scale of living things from the smallest microorganism to the largest tree. Photosynthesis and the wonder that the substance of the largest trees is predominantly produced from water and carbon dioxide. Pupils consider the enormity of space and the number of stars. They reflect on the earth as one small speck in the universe and our place within it.
- Music - All pupils are encouraged to have an 'I can' attitude in music, helping to build on and sustain their self esteem. For example:
Year 7: Pupils performing their first performance piece to the class, term1 Year 8: Students realising they can play well known melodies, e.g. The Entertainer term 3, Year 9: Composing a blues song, including lyrics, melody, rhythmic patterns with a real sense of ownership and pride. Term 1 GCSE: Persevering with performance coursework, particularly for those who do not already play an instrument.
- Art - Students are shown a whole range of art, craft and design to create wonder and awe. Each project has a contextual link to inspire students. The photorealist work of Sarah Graham in particular gives students that moment of awe. In Key Stage 4, students are introduced to a variety of artists to help inspire their own personal responses. Exceptional examples of previous students' work is used to illustrate higher level grades and allow students to experience fascination, wonder and awe.
- Drama - every lesson pupils are engaged with fascination and awe as they create and explore their own drama.
- IT - Pupils are encouraged to study good examples of Websites and the impact of the creative use of graphics.
- 'Soft' Technology KS4 - *Food* - understand and appreciate the design principles of form, function and fitness for purpose; Lessons also allow students to explore creative food dishes from around the world which inspires and increases students' skillset. Subject matter experts are also invited into the classroom and range from local chefs from highly respected restaurants to Royal Navy staff. *Child Development* - Students have the opportunity to consider and discuss questions relating to the meaning of life, the nature of humanity and the recognition of individual worth. These concepts permeate the study of Child Development, and will develop naturally from the sense of awe and wonder engendered by the birth and development of a child. *Textiles* - Textiles mannequins are displayed prominently in the communal areas of FGS to inspire students and high profile designers are used throughout the curriculum as examples of what can be achieved.
- 'Hard' Technology - KS3 - (Year 8) structures such bridges from around the world and their design, (Year 7) intelligent use of technology including 3D printing.
- Hard KS4 "Systems and control" - mechanical and electrical systems to generate movement, the way industry makes products using CNC and robotics.

For pupils who need extra support in this area

- Some extraordinary events in either an individual's or the community's life may lead to times when pupils struggle to come to terms with spiritual issues. At times like these, with the head teacher's planning and whole school support, the head of RE may lead special events. An example was a memorial service held for a FGS pupil who died, a range of events on response to terrorist attacks
- To try to raise aspirations of low aspiration students – life coaching sessions and motivational workshops.
- Intensive career support and imagining future lives and the power pupils have over their own future.
- For pupils who have very difficult home lives (aside from other extensive support) nurture offers experiences of awe and wonder by providing a caring and supportive environment in Nurture - for example experiences of calm and self soothing practice to allow students to experience deeper emotions such as joy.
- For a small group of students (KS4) real life experiences in vocational education.

- Alternative provision for students with difficult home experiences that have impacted their ability to connect with emotional and positive experiences, self regulation and which lowers their aspirations (for example equestrian centre).
- In Study Hub students who have bespoke provision are supported in a variety of lessons within a needs-led curriculum which will include experiences of awe and fascination such as in Religious Education and Cultural Capital Curriculum.
- LSA support to allow access to all experiences.

Spiritual - Using imagination and creativity in learning

Around school

- Art and other subject displays – show how we value and foster imagination and creativity in learning. Pupils enjoy seeing their work displayed and this encourages and promotes them to express themselves creatively.
- Music, drama and dance in whole school events – numerous examples of these throughout school life.
- SMSC videos – shown during tutor times which cover a range of spiritual issues and provide a springboard for tutors to discuss spiritual matters with their form.
- Prep is provided for students in Year 7 & 8 (Homework continues after this) which is designed to be varied in content and demand. Preps can involve artistic, sporting or musical content and is fully supported by Frog in order that students can have a broad variety of content and inspiration as a focus for Prep.

In extra curricula activities, trips and visits

- Drama – shows performed every two years as a whole school performance (depending on external factors)
- After school drama club – KS3
- MANY lunchtime clubs such as Crochet club, Chess club and others.
- Christmas Fairytale Production- Year 11
- Visits to performances of plays by Drama and English department – examples; visits to see An Inspector Calls and Blood Brothers productions, the Globe Theatre in London, the BBC.
- Optimum - During form time students set themselves some creative **challenges** to complete during the academic year.
- The link to Optimum here will be embedded throughout the school via the references **teachers** make to the use of employability skills and qualities during normal lesson time.
- **Challenge Days** - challenge day activities involves students using their creativity and imagination.

Examples from lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English KS4 - Students produce at least two pieces of creative writing both descriptive and narrative.
- English KS3 - Students produce various types of creative and imaginative writing and are actively encouraged to draw on their own reflections and experiences for these tasks.
- Maths - Exploring concepts individually and in groups encourages pupils to become creative in the way they learn, reinforcing the fact that everyone doesn't have to learn in the same way. This is especially evident when doing problem solving.
- Science - Photosynthesis and the wonder that the substance of the largest trees is predominantly produced from water and carbon dioxide, Pupils consider the enormity of space and the number of stars. They reflect on the earth as one small speck in the universe and our place within it
- Geography (KS3) Year 7- study of Britain's landscape - , Year 8 - imagining life in squatter settlements in Lagos.
- History - encouraging our students to come up with their own theories about how and why life has changed and how things might have been different in certain circumstances. ie What would Britain have been like without the Romans.

- Music - All tasks in music have differing degrees of freedom for creativity to take place. For example: Year 7: Witches Brew composition term 2, Year 8: Superhero composition term 3, Year 9: Blues song composition term 1, GCSE: Composition coursework and performing. Each term at KS3 there are both performing and composing tasks. Performing allows students to show their creativity and imagination in the expression they put into their performance. Composition is a creative process where they select instruments, rhythms, melodies and possibly also styles of music to create their own original piece of work.
- Art - In every project throughout Key Stage 3 and 4 students develop their own ideas and outcomes for each project. We encourage imaginative and original ideas and discuss creativity and what makes their ideas and outcomes original and creative. In Key Stage 4 especially, students go through a developmental journey of looking at a particular artist/designer/craftsperson and then using their imagination and creativity to develop a personal response.
- Drama - in the majority of lessons.
- IT - The creative use of IT is encouraged in many lessons; from designing web graphics to well-presented spreadsheets. All these require a “good eye” and this is developed in IT lessons.
- ‘Soft’ Technology KS4 – *Food* - Students are encouraged to be creative with their food recipes and often produce ‘twists’ on traditional dishes using innovative ideas; *Child Development* - Students have the opportunity to consider and discuss questions relating to the meaning of life, the nature of humanity and the recognition of individual worth. These concepts permeate the study of Child Development, and will develop naturally from the sense of awe and wonder engendered by the birth and development of a child. *Textiles* - The creation of design ideas and ultimately garments for wearing, using or carrying provide students with huge opportunities to be creative and use their imagination almost without limit.
- ‘Hard’ Technology KS3 – throughout the key stage encourages thinking of new ideas – examples include (Year 7) design electronics. Lights with no restraints, (Year 8) the structures project – making strong structures from lightweight materials, (Year 9) designing creative packaging.
- Hard Technology KS4 – GCSE project must show creative design – 60% of the grade.

For pupils who need extra support in this area

- Some pupils express their spirituality in creativity whether this is through dance, music, art, drama or writing. They may do this at times of extra pressure in their lives and will receive the support of the teacher in their subject area.
- Inclusion run art sessions for therapeutic arts and crafts out-of-school environment – also done within a nurture setting with trained counselling staff.
- Music therapy within the Study Hub, to expand horizons and build confidence.
- Trained LSA and training for teachers to support autistic pupils such as ‘social stories’.
- 12:20 club to allow debate without pressure.

Spiritual - Reflecting on experiences

Around school

- On display boards and in newsletters there are many reflections by pupils on experiences they have had at Frederick Gough.
- Many tutors model discussions of their own experiences and encourage pupils to do the same.

- SMSC videos – shown during tutor times which cover a range of spiritual issues and provide a springboard for tutors to discuss spiritual matters with their form.
- Thank you screens around school display messages of gratitude to people in the community - encouraging students to reflect upon and express gratitude.

In extracurricular activities, trips and visits

- Optimum - Some students will reflect on their own experiences whilst watching the **celebration DVD** at the end of year assembly.
- **Challenge Days** - Students and staff complete a feedback questionnaire for each activity they have participated in on challenge day. Pupils have to review the enjoyment of the task as well as suggest ways to improve the activity. In addition to this pupils assess how often they demonstrated the employability qualities in the task and the employability skills used during the activity.
- During and after **work experience** Year 10 pupils complete a journal reflecting on the experiences of the week.
- Yearly academic tutorials with tutor to reflect upon school, learning and personal aims.

Examples from lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English - KS4 Students must give an individual speech or presentation about a topic that has a personal impact on them. Students will also write non-fiction opinion pieces in which they must reflect.
- English KS3 – in various creative tasks pupils are asked to reflect on experiences to relate and retell them.
- Maths - When doing problem solving, pupils often find their own way to solve the problem by using trial and error methods, encouraging them to reflect on their experiences. Teachers answer any relevant questions that pupils have which again help them to reflect on what they have learnt and be able to progress with their learning.
- Music - Listening to music in lessons gives pupils' moments of stillness, silence and reflection For example: Year 7: Listening to the Nutcracker term 2, Year 8: Listening to Ragtime music term 3, Year 9: Listening to Indian Classical music term 2, GCSE: Listening to GCSE excerpts takes place in all theory lessons. Pupils are introduced to many new styles of music. Students will reflect on their own feelings and emotions when composing, particularly when writing lyrics, such as the blues songs in year 9. They also review and evaluate their work each half term at KS3 through feedback from the teacher and through peer assessment at the end of a topic. At KS4, students evaluate their own work in their practical record books.
- Art - All years will be reflecting on something within their work, whether it be their feelings, other countries' cultures or events in their own lives - all of their choices and emotions will be present in each piece of artwork.
- Drama - after most activities pupils will reflect on their experiences and share those reflections. Also pupils will be asked to reflect on incidents and feelings from their lives to inform practice in lessons.
- IT - A key aspect of any IT project is that of review and evaluation. This is done at all stages within a project or piece of work and then again at the end of that task.
- 'Soft' Technology KS4 – *Food*; Students check the quality of their work at critical/key points during development to indicate ways of modifying and improving dishes/recipes, especially in preparation for their final examination dish; *Textiles* - The quality and types of material used are adapted and amended to suit demands on time and costs and can be altered at certain points when students reflect on the progress of their work:.
- 'Hard' Technology – throughout and after every project pupils must reflect upon, evaluate their own learning and how they would tackle things differently in the future.

For pupils who need extra support in this area

- Nurture and Study Hub – students and staff reflect together on experiences guiding pupils to learn how to do this independently. This is done sometimes formally and sometimes informally.
- Pupil mediation - reflect upon what they have done, how their behaviour impacts on others and how they can resolve issues between them.
- Counselling with trained counsellors.

- Anger management – trained counsellors working with targeted pupils who need extra support. Resolving issues.
- Life coaching - setting social goals for pupils with supportive needs in this area. Trained life coach.
- LSAs and a variety of trained counsellors are available to help specific students to reflect on certain situations and problems, also problem solving. Often one-to-one. This is done in a safe space that is used solely by the Nurture Team.
- The Nurture Space, Social Worker and LCAs are all available in designated spaces throughout the school and students are able to “drop in” or email a request to have support.
- 12:20 Club/ Talking shop - encourages and supports students to be able to explore and express ideas.

Spiritual - Developing and expressing personal feelings, beliefs and values

Around school

- School Council – School council is run by pupils and its aim is to support the school community. Within all meetings all members express themselves and their ideas. They model good practice for one another and self monitor appropriate ways to express themselves. They also must represent the ideas of their peers and of staff.
- School council also takes part in the interview process of new members of staff. The pupils must form and express opinions about the candidates. These opinions are expressed in a formal setting.
- SMSC videos – shown during tutor times which cover a range of spiritual issues and provide a springboard for tutors to discuss spiritual matters with their form.
- SMSC screens – shown around school referencing a range of SMSC issues.

In extracurricular activities, trips and visits

- Music, art, drama, dancing – performances throughout the school year give pupils the opportunity to express themselves through these mediums.
- Drama Club- KS3
- Christmas Fairytale Production- Year 11
- Yearly academic tutorials – expressing thoughts and feelings about school experiences.

Examples from lessons

- For PSHE, RE, RS and Citizenship see attached documents .
- English KS4 - Students must give an individual speech or presentation about a topic that has a personal impact on them.
- English KS3 – throughout the scheme of work. For example, in Year 8 students study the theme of “Childhood Cruelty and Conflict’ where students will see how childhood is experienced and portrayed across a variety of cultures and respond and react to those differences.
- Maths - Whole year group revision sessions help to emphasise the importance of aiming to be the best that one can be and extracurricular activities such as Maths Group often help pupils catch up with their maths or become more self-confident, something that helps them to express their own feelings.
- History (KS3) Students reflect upon the more difficult era/events within History such as the Holocaust, Slavery (both in America and the role Britain played), the British Empire and consider why they have relevance in the 21st Century
- History (KS4) Students reflect upon the values of other societies such as the Native American Indians, Norman England and Nazi Germany and try to understand the rights and wrongs of some of these values/peoples.
- Geography (KS3) - study of real people in real places - China and Japan in Year 8, our relationship with the environment - how people live with and adapt to the environment - earthquakes (Year 8) and volcanoes (Year 8), coasts (Year 9-10) and rivers (Year 9-10), Mother Earth and Global Warming (Year 9).
- Geography (KS4) - Mother Earth and Global warming.

- Music - Music encourages and allows all pupils to express their feelings and emotions, regardless of language or literacy barriers. For example: Year 7: Planets composition term 1, Year 8: African drumming composition and improvisation term 1, Year 9: Indian music composition and improvisation term 2, GCSE: All composition tasks at GCSE.
- Art - Pupils' individual beliefs, values and feelings will be developed and expressed in all of their artwork, more noticeably so in Year 11. Students are regularly encouraged to give their own opinions when discussing artworks and thinking about what they like or dislike about the artworks. They are encouraged to talk about the formal elements and meaning behind the artworks and put them into a historical context.
- Drama - Year 10 perform monologues which are about their own feelings and values, which offers the rest of the class the chance to understand what is important to that individual.
- IT - The introductory project in Year 7 in "It is About Me" where pupils create a presentation ready to be delivered to the class. Normally rather than the whole class it is delivered to a peer or two.
- 'Soft' Technology KS4 - *Food* - analyse and evaluate existing products, including those from professional chefs; consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products; evaluate the work of others designers to inform their own practice and values; *Textiles* - understand the influence of ethical trading and the consumers' role in social and environmentally sustainable design. Understand the moral and environmental issues associated with textiles production. As designers and consumers: select the appropriate materials and components.
- 'Hard' Technology – throughout and after every project pupils must reflect upon, evaluate their own learning and how they would tackle things differently in the future KS4 – a key element of the project is expressing their own and other's feelings about their project.

For pupils who need extra support in this area

- Nurture and Study Hub – the safe and supported environment allows students to reflect upon and explore spiritual ideas and ideas about identity and belonging.
- For designated students - life coaching, alternative provision and enterprise activities (inSstudy Hub) to help students who struggle to explore their feelings and express themselves in a manner that precludes them from having an orderly and successful life post 16.
- Reintroduction meetings after an exclusion - to reflect upon the event that led to exclusion and plan for future success.
- LSAs and counsellors help and support a range of pupils with difficulties to express themselves in a variety of ways.
- Students are aware where they can find help and support in extraordinary circumstances (in designated places from LSAs/ LCAs/ counsellors)
- 1220 Club - to develop emotional and social literacy.
- Students included in EHCP/ILP reviews and their views are sought.

Moral - Exploring different moral codes and values

Around school

- Positive Behaviour system – a fair and understood system to reward and sanction behaviour.
- Assemblies - focus on our moral codes and values and we must respect ourselves and others.
- The tutor will often discuss and reflect upon moral issues with their tutees. For some these will be issues raised in the books the class is reading, for others issues from news events, and finally tutors will discuss and reflect upon moral issues and codes raised by behaviour and events within school.
- School council – as they seek solutions to problems the council reflects on and explores different possibilities for problems and how these will be viewed by various members of our community.
- SMSC videos – shown during tutor times which cover a range of moral issues and provide a springboard for tutors to discuss moral matters with their form.

- SMSC screens – shown around school referencing a range of SMSC issues.

In extracurricular activities, trips and visits

- **Assemblies and Nightclubs** - Outside speakers from the business community speak to students about the moral expectations in the world of work.

Examples from lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English KS4 - Students study a Shakespeare play that involves studying the moral and ethical issues within the story. They also study a range of novels and poetry concerned with morality. For example, Macbeth, Blood Brothers, and Christmas Carol. Students are asked to consider characters' actions and motivations in detail and will be asked to discuss and write about their own opinions and beliefs in relation to these.
- English KS3 - Through the study of Literature, students will confront a range of moral and ethical issues. For example, in Year 7 students study a variety of Greek Myths which allow students to study and explore archetypes of morality and being. Students will be asked to consider the morality of characters' actions and behaviours and will discuss these in the light of their own personal views and beliefs.
- Maths: Exploring other cultures by using maths helps pupils see that maths can be adapted and used in the real world, not just in the classroom. Looking at hidden dangers such as gambling allows pupils to broaden their concept of what is moral, and investigating misleading statements and statistical data also makes them more aware of how important it is to understand maths.
- History KS3 - Students consider the role of various groups within different societies such as women and the black and asian community through lessons on issues such as Soldier of the Empire and Mediaeval WOmen. They explore the morals and values of society of the time in relation to these societal groups.
- History (KS4) - Students discern, consider and discuss the moral and ethical issues of treatment of the Mormons.
- Geography (KS3) - Environmental relationships - should the rainforest be exploited? (Year 10), , coastal management strategies -do we protect the coast at all cost or do we allow some parts of the coastline to be reclaimed by the sea? (year 10) Discussion, role-play and decision making exercises enable pupils to explore such issues. In doing so they will learn about the views held by society and by various groups within society and will develop their own attitudes and values in relation to these.
- MFL - topics are; family + community, environment + recycling, health + fitness (vegetarians), clothing + fashion.
- Music - Respecting all students' work when it is being performed, as many will find performing their work a very daunting task. The class must always act as a responsible audience, by listening in silence and clapping at the end to show their appreciation.
- Art (KS4) - Students consider how individual actions cause many different consequences, something which is explored throughout the key stages, but is more noticeable in the way that KS4 presents their artwork.
- Drama - Role play across the Key Stages allows many controversial issues, or different moral values to be explored, and expressed whilst in a safe environment.
- **'Soft' Technology Textiles:** understand the moral and environmental issues associated with textiles production; understand what is meant by the recycling of textiles, waste reduction, organic and Fair Trade cotton, bio fibres, biodegradable fibres/fabrics. Understand that the health and safety of both consumers and the workforce is important. As designers and consumers: select the appropriate materials and components; consider safety in terms of function; be aware of consumer rights and safety warnings on textile products. *Child Development* - Students are encouraged to recognise and understand values, attitudes and beliefs in what is right or wrong, good or bad. These issues will impact directly on the day-to-day decisions that have to be made by parents, or those considering parenthood, with regard to their responsibilities towards their child. Food: Food choice provides students with a detailed understanding of religious, cultural diets and beliefs and also provides an opportunity to research and understand how local customs affect food choices/diet. In addition to the KS4 curriculum also provides students with the opportunity to learn about lifestyle choices including Veganism, Vegetarian, Peskatarian & Climatearian diets choices

For pupils who need extra support in this area

- Counselling - trained counsellors available for a range of pupil needs in this area (in Nurture and Study Hub)
- Anger management
- Restorative Conferencing
- Peer mediation
- Nurture + Study Hub: life coaching, alternative provision and enterprise activities.
- Reintroduction meetings after isolation to reflect upon how their behaviour and actions impact on others.
- Focusing on individual behaviour via ILPs, also BOXALL profile to diagnose progress within the nurture group and Study Hub.
- LSAs will support pupils who find it difficult to understand the moral codes of others and how people express this. This is included in ILP/EHCP reviews with targets for specific students.
- 12:20 Staff will challenge views in space where open discussion is safe.
- As identified by ECM referral - small groups of identified students are helped to develop an understanding of the needs and emotions of themselves and others.

Moral - Recognising the difference between right and wrong

Around school

- PB system
- Assemblies
- The tutor will often discuss and reflect upon moral issues with their tutees. For some these will be issues raised in the books the class is reading, for others issues from news events and finally tutors will discuss and reflect upon moral issues and codes raised by behaviour and events within school.
- Rules and sanctions will be discussed with pupils in lessons and as part of the school council.
- SMSC videos – shown during tutor times which cover a range of moral issues and provide a springboard for tutors to discuss moral matters with their form.

In extracurricular activities, trips and visits

Various plays and performances performed to Year groups or selected groups. For example, a road safety play.

Examples from lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English KS4 - Students study a Shakespeare play that involves studying the moral and ethical issues within the story. They also study a range of novels and poetry concerned with morality. For example, Macbeth, Blood Brothers, and Christmas Carol. Students are asked to consider characters' actions and motivations in detail and will be asked to discuss and write about their own opinions and beliefs in relation to these.
- English KS3 - Through the study of Literature, students will confront a range of moral and ethical issues. For example, in Year 8 students study novels about moving between cultures such as Boy Overboard. Students will be asked to consider the morality of characters' actions and behaviours and will discuss these in the light of their own personal views and beliefs.
- Maths - Encouraging self-discipline helps pupils gain a first-hand experience of knowing the difference between right and wrong, which can be backed up by the authority of the teacher.
- RS & RE – in the vast majority of lessons – see attached lessons.
- History (KS4) - Students foster an understanding of the plight of the Indians by the arrival of white people on the Great Plains.
- History (KS3) Students consider the moral and ethical issue surrounding slavery in the Roman Empire
- Geography (KS4) - The allocation of overseas aid- (Goat Aid and Computer Aid)
- Geography (KS3) -The allocation of overseas aid (Year 9) the break up of Africa and issues of slavery (Year 7)

- Science - Teachers encourage seeking the truth through finding evidence in investigations. When working in groups pupils should take responsibility for their own actions even when things go 'wrong' and have trust in the contribution of others.
- Art (KS3) - By sharing their own opinions about their own and classmates' artwork, in addition to the contextual links we make. Pupils recognise that there is a time and place for their own opinions but also that there is no one way to be right or wrong. We regularly discuss how to give a personal opinion without becoming rude or offensive.
- Art (KS4) - Reflection on social issues, not only local but also worldwide, help pupils engage in discussions about right and wrong which is then developed even further in their individual themed research. Students are given the opportunity to research a range of social themes they feel strongly about.
- Music - pupils work in groups in the practice rooms where they are trusted to be responsible and work as a team, listening to each other's ideas and opinions. They have to show respect to each other and the equipment.
- Drama - Many different plays and theatrical texts which are studied and explored offer all of the pupils the opportunity to understand the difference between right and wrong, even if it is in terms of the character they are playing, or what individual choices the pupils make.
- IT - One aspect of IT that is regularly taught is the concept of copyright and plagiarism. Because of the impact of the Internet on easy access to masses of data, the acceptable use of information is crucial to all pupils. (in detail at KS4 and referred to in KS3)
- 'Soft' Technology: *Textiles*: understand the role of the designer and consider the impact of design proposals on society; understand the influence of ethical trading and the consumers' role in social and environmentally sustainable design. Understand the moral and environmental issues associated with textiles production; be aware of consumer rights and safety warnings on textile products. *Child Development*: Students are encouraged to recognise and understand values, attitudes and beliefs in what is right or wrong, good or bad. These issues will impact directly on the day-to-day decisions that have to be made by parents, or those considering parenthood, with regard to their responsibilities towards their child.
- 'Hard' Technology - throughout health and safety, shared responsibility for looking after workshops and resources.

For pupils who need extra support in this area

- Learning Co-ordinator guidance may target support with an outside agency such as the Fire Service or the police to help a pupil to understand acceptable behaviour.
- Parenting Officers may work with students and parents as a result of ECM referrals
- Counselling.
- Anger management.
- Restorative Conferencing.
- Peer mediation.
- Reintroduction meetings after Study Focus to reflect upon how their behaviour and actions impact on others.
- Nurture- provides a safe space for students to be able to reflect (without condemnation) on their behaviour in a supportive and homely environment.
- Study Hub- life coaching, circle time, alternative provision, enterprise activities.
- Focusing on individual behaviour via IBPs, also BOXALL profile to diagnose progress within the nurture group.
- LSAs and counsellors will support individual pupils on a daily basis to develop an understanding of day to day morality.
- Small group of identified students (ECM referrals) to help develop an understanding of the needs and emotions of themselves and others.
- LSAs constantly in the classroom to support across the curriculum.
- Study Focus allows students to have a sanction whilst providing time to reflect . Specific work can be set, maintaining curriculum continuity as the students are taught by specialists. The individual emotional, behavioural and safeguarding needs of individual students are also taken into account

Around school

- Positive Behaviour system
- School council – as they explore solutions to problems, the school council reflects upon the consequences of any changes they make on all members of the community.
- Working with form tutors to deliver input during form time as appropriate and dependent upon issues in the year group.
- Discussion with students during detention about why they are there.
- Ensuring the Behaviour system is implemented quickly.
- Discussion of issues during assembly.
- SMSC videos – shown during tutor times which cover a range of moral issues and provide a spring board for tutors to discuss moral matters with their form.
- SMSC screens – shown around school referencing a range of SMSC issues.
- Prep (Yr 7 & 8) is provided in a manner that teaches students to manage their own time and work independently. Where Prep is not done students do not receive a sanction but instead they receive support to understand and overcome their barriers to learning. Some students will receive individual support in this area.

In extracurricular activities, trips and visits

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Examples from lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English KS4 - Students study a Shakespeare play that involves studying the moral and ethical issues within the story. They also study a range of novels and poetry concerned with morality. For example, Macbeth, Blood Brothers, and Christmas Carol. Students are asked to consider characters' actions and motivations in detail and will be asked to discuss and write about their own opinions and beliefs in relation to these.
- English KS3 - Through the study of Literature, students will confront a range of moral and ethical issues. For example, in Year 9 students study a variety of books and plays including Romeo and Juliet where students have extensive opportunities to study the consequences of actions. Students will be asked to consider the morality of characters' actions and behaviours and will discuss these in the light of their own personal views and beliefs.
- Maths - When looking at gambling and other real world maths situations and how to save money, pupils can make their own judgments about what is right and wrong but can also have a direct approach at understanding consequences, for example, gambling away too much money could affect their family. They can also learn that not paying attention to maths whilst at school could affect them as an adult, ie, paying into a corrupt bank account or scheme.
- History (KS4) - Students foster an understanding of the plight of the Indians by the arrival of white people on the Great Plains.
- History (KS3) - Students can discern and debate the moral and ethical issue in slavery.
- Geography (KS4) – Settlement; conflict in land use; Development - differences in quality of life;; Development - differences in quality of life; People of the UK- issues of UK development and under investment in the North of England
- Geography (KS3) - Settlement- conflict in land use (Year 8) ,, Development - differences in quality of life (Year 9), Development - differences in quality of life,.
- MFL - Issues studied include - global warming, moral issues in society.
- Science - Awareness of the ways that science and technology can affect society and the environment. Pupils are encouraged to show respect to all living things and the environment in which they live and to apply scientific knowledge and understanding to the care of living things.
- Art - Both KS3 and KS4 develop their understanding about consequences of their actions by doing individual themed research, as well as discussing their opinions about social issues in class.
- Drama - Something that is an undercurrent in everything that the pupils study, but is especially noticeable in the Bullying Project (Year 10) which helps pupils understand how their own actions do have consequences, whether they intend them to or not.

- IT - Misuse of the IT system at school has repercussions; this prepares pupils for the world of work beyond school.
- 'Soft' Technology – *Food*; understand the role that designers and product developers have and the impact and responsibility they have on and to society; consider the conflicting demands that moral, cultural, economic and social values and needs can make in the planning and in the designing of products; ensure, through testing, modification and evaluation that the quality of their products is suitable for intended users and devise modifications where necessary that would improve the outcome(s); *Textiles*; understand the role of the designer and consider the impact of design proposals on society; understand the influence of ethical trading and the consumers' role in social and environmentally sustainable design. Understand the moral and environmental issues associated with textiles production; understand what is meant by the recycling of textiles, waste reduction, organic and Fair Trade cotton, bio fibres, biodegradable fibres/fabrics. Be aware of consumer rights and safety warnings on textile products. *Child Development*; candidates should be encouraged to recognise and understand that values, attitudes and beliefs in what is right or wrong, good or bad, will differ in both individuals and communities. These issues will impact directly on the day-to-day decisions that have to be made by parents, or those considering parenthood, with regard to their responsibilities towards their child.
- 'Hard' Technology - throughout health and safety, shared responsibility for looking after workshops and resources, throughout consider the environmental impact of their projects and practical work and ways of reducing environmental effects – using sustainable materials.

For pupils who need extra support in this area

- Learning Co-ordinator guidance may target support with an outside agency such as the Fire Service or the police to help a pupil to understand acceptable behaviour.
- Learning Coordinator may work with pupils and parents to help the pupil understand how their actions lead to consequences (Parenting support also available).
- Counselling.
- Anger management.
- Restorative Conferencing.
- Peer mediation.
- Nurture.
- Reintroduction meetings after isolation to reflect upon how their behaviour and actions impact on others.
- Life coach.
- LSAs will support individual pupils on a daily basis to develop an understanding of day-to-day moral actions and implications
- EHCP/ILP targets and reviews
- For sanctions: explicit explanation of sanctions and reasonable adjustments made.
- 'Study Focus' allows students to have a sanction whilst providing time to reflect. Specific work can be set, maintaining curriculum continuity as the students are taught by specialists. The individual emotional, behavioural and safeguarding needs of individual students are also taken into account
- 'On call' is used by staff to request intervention during a lesson to support the removal of a student to a buddy room or agreed alternative. This allows an impartial member of staff to 'interrupt' a situation and provide a moment of reflection and support. This will help students to start a process of reflection and review that will be continued at a suitable time for staff and students.

Moral - Reflecting on moral and ethical issues

Around school

- School council – will encourage all their members to see every issue they raise in terms of its moral and ethical impact on others and to deal with their choices in a morally and ethically responsible manner.

- The tutor will often discuss and reflect upon moral issues with their tutees. For some these will be issues raised in the books the class is reading, for others issues from news events and finally tutors will discuss and reflect upon moral issues and codes raised by behaviour and events within school.
- SMSC videos – shown during tutor times which cover a range of moral issues and provide a springboard for tutors to discuss moral matters with their form.
- SMSC screens – shown around school referencing a range of SMSC issues.
- assemblies - eg Fair Trade, Holocaust Week
- The “Read Aloud” program in Year 9 and 10 is a time when students are read to (by staff) and follow the text in their own book. This is an opportunity to extend their cultural experiences and knowledge but also a time to experience a story fully and engage in it on an emotional and personal level.

In extracurricular activities, trips and visits

- Christmas Fairytale Production- Year 11
- KS3 Drama Club.

Examples from lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English KS4 - Students study a Shakespeare play that involves studying the moral and ethical issues within the story. They also study a range of novels that are concerned with morality. They also study a range of novels and poetry concerned with morality. For example, Macbeth, Blood Brothers, and Christmas Carol. Students are asked to consider characters' actions and motivations in detail and will be asked to discuss and write about their own opinions and beliefs in relation to these. Students are asked to consider characters' actions and motivations in detail and will be asked to discuss and write about their own opinions and beliefs in relation to these.
- English KS3 -Through the study of Literature, students will confront a range of moral and ethical issues such as The Other Side of Truth which concerns issues of political upheaval in Nigeria.. Students will be asked to consider the morality of characters' actions and behaviours and will discuss these in the light of their own personal views and beliefs.
- Maths -Working in pairs or groups allows students to reflect on ethical issues, as well as differing opinions and how these need to be considered in order to get along with others in society.
- History (KS4) - Students foster an understanding of the plight of the Indians by the arrival of white people on the Great Plains. Students recognise the issues surrounding the involvement/treatment of women in medicine. Students can discern and debate the moral issues in modern medicine.
- History (KS3) - Students consider the moral and ethical issue surrounding slavery in the Roman Empire. Students consider the rights and wrongs of events such as the Peasants' Revolt and the murder of Thomas Becket. Students consider the moral issues surrounding religious martyrs. Students foster an understanding of the moral and ethical dilemmas of the trial of King Charles I. Students recognise the moral and ethical issues surrounding the actions of Cromwell – hero or villain? Students can discern and debate the moral and ethical issue in slavery and the role of the British Empire
- Geography (KS4) - the allocation of overseas aid.
- Geography (KS3) -the allocation of overseas aid (Year 9). Africa its break up and slave trade (year 7) Climate change- carbon footprints and pupils own carbon calculator- the richest 10% cause the majority of climate change effects (Year 9)
- Science (KS3 and 4) - Consideration of the moral dilemmas that can result in scientific developments.
- Art - KS3 discuss artwork in terms of their own opinions and also give an emotional response, which is their opportunity to reflect on moral and ethical issues. KS4 students produce a piece of artwork which is based upon reflection of social issues, but also their awareness of right and wrong, which is further developed in their individual themed research.
- Music - working in groups throughout KS3 and KS4 encourage pupils to resolve any issues and differences in opinion in a mature manner. They all have a responsibility to be respectful towards each other and the equipment.
- Drama - many dramas that pupils perform involve moral and ethical issues

- IT - The morality of using information from the Internet is regularly reviewed every time a project requires some Internet research.
- 'Soft' Technology – *Food*; understand the role that designers and product developers have and the impact and responsibility they have on and to society; consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products; consider environmental and sustainability issues in designing products. Textiles; understand the role of the designer and consider the impact of design proposals on society; understand the moral and environmental issues associated with textiles production; understand what is meant by the recycling of textiles, waste reduction, organic and Fair Trade cotton, bio fibres, biodegradable fibres/fabrics. *Child Development*; candidates should be encouraged to consider the values, attitudes and roles of people that prevail in societies and communities. Pupils should understand and respect different approaches to child development and how these are influenced by the society or community into which a child is born. Opportunities also exist to consider questions of group identity, belonging and behaviour which directly influence both parents and children. A discussion of the ways in which children are brought up in different cultures will be both interesting and valuable.
- 'Hard' Technology - throughout health and safety, shared responsibility for looking after workshops and resources, studying technology that helps others (eg designing for a client and considering their lifestyle and needs), throughout consider the environmental impact of their projects and practical work and ways of reducing environmental effects using sustainable materials.

For pupils who need extra support in this area

- Counselling.
- Anger management.
- Restorative Conferencing.
- Peer mediation.
- Nurture.
- Study Hub - life coaching, circle time.
- Life coach available in Nurture
- LSAs / counsellors will support individual pupils on a daily basis to develop an understanding of day-to-day moral actions and implications.
- Small group of identified students (via ECM referrals) to help develop an understanding of the needs and emotions of themselves and others.
- 12:20 Club - a lunchtime club
- Duke of Edinburgh Award scheme.

Moral - Developing and expressing personal views and moral values

Around school

- School council – every meeting is an opportunity to express not just their own views but the views of their peers and of staff.
- During the interview process for staff school council representatives will form and express their views on candidates to the headteacher and deputy.
- SMSC videos – shown during tutor times which cover a range of moral issues and provide a springboard for tutors to discuss moral matters with their form.

In extracurricular activities, trips and visits

- Christmas Fairytale Production - Year 11.
- KS3 Drama Clubs

Examples from lessons

- In Year Nine students have their choice of options - this is an “open” choice with a variety of subjects that they must choose between. The freedom to choose and the importance of making the right choice is an area of focus for the year and students have the opportunity to discuss their ideas and the implications of their choices with a variety of staff and in a variety of settings.
- For PSHE, RE, RS and Citizenship see attached documents
- English KS4 - Students study a Shakespeare play that involves studying the moral and ethical issues within the story. They also study a range of novels that are concerned with morality. They also study a range of novels and poetry concerned with morality. For example, Macbeth, Blood Brothers, and Christmas Carol. Students are asked to consider characters’ actions and motivations in detail and will be asked to discuss and write about their own opinions and beliefs in relation to these. Students are asked to consider characters’ actions and motivations in detail and will be asked to discuss and write about their own opinions and beliefs in relation to these.
- English KS3 - Through the study of Literature, students will confront a range of moral and ethical issues. Students will be asked to consider the morality of characters’ actions and behaviours and will discuss these in the light of their own personal views and beliefs.
- Maths - Encouraging students to talk about their own opinions or own methods of working things out encourages them to respect their classmates, as well as often building their confidence, so that they feel comfortable in all subject areas and not just maths.
- RS & RE – in the vast majority of lessons – see attached lessons.
- History (KS3) - Students foster an understanding of the moral and ethical dilemmas of the trial of King Charles I. Students recognise the moral and ethical issues surrounding the actions of Cromwell – hero or villain? Students begin to develop personal responses/moral values on issues such as the Holocaust and the history of immigration to the British Isles.
- Geography (KS4) – Development; should aid be given? Settlement; guarding the greenbelt - careful planning is required in order to protect the environment and learn the conflicts that arise as a result, Carbon Footprints and reducing impact on environment
- Geography (KS3) -, Carbon Footprints and reducing impact on environment (Year 9). Development - should aid be given? (Year 9), Settlement; guarding the greenbelt - careful planning is required in order to protect the environment and learn the conflicts that arise as a result.
- MFL - relationships + marriage topic.
- Science (KS3 & 4) - Pupils consider historical moral issues of smallpox vaccination and extend into present day medical moral issues, e.g. transplants, human fertility. They consider similarities and differences between selective breeding of plants and animals and genetic engineering.
- Music - All students are encouraged to express their personal views about a piece of music or a group’s performance. Year 7: Assessment tasks at the end of each unit, Year 8: Assessment tasks at the end of each unit, Year 9: Assessment tasks at the end of each unit, GCSE: Descriptive music questions.
- Art - Both KS3 and KS4 discuss their own opinions in class but also how their beliefs can have wider implications, especially on a wider social scale. Their own individual beliefs are expressed in each piece of artwork that they create.
- Drama - pupils act and write drama pieces that express their views and values.
- IT - Pupils in each year are required to give their own opinion about graphics they collect from the Internet.
- ‘Soft’ Technology - *Textiles*; understand the moral and environmental issues associated with textiles production. *Food*; Exposure to food from other cultures, different diet types based on need, personal choice and ethical reasons provide students with an expanded knowledge base and allow decisions around forming their own personal and moral beliefs; *Child Development* - Learning about decisions relating to child development, pregnancy and the care of a child allows students to express and form beliefs/values throughout the curriculum.

For pupils who need extra support in this area

- Counselling.
- Anger management.
- Restorative Conferencing.

- Peer mediation.
- Nurture.
- Study Hub- life coaching, circle time.
- Life coach.
- LSAs / counsellors will support individual pupils on a daily basis to develop an understanding of day-to-day moral actions and implications
- Small group of identified students (ECM referral) to help develop an understanding of the needs and emotions of themselves and others.
- Literacy Support Area- pupils with literacy needs are supported in short, structured projects to write about and reflect upon topics with a moral aspect.

Social - Developing social skills

Around school

- School council – is a peer led group who self -regulates speech and behaviour. In order to succeed they must learn to be aware of the needs and skills of their peers as well as the needs and sensibilities of the staff.
- School council representatives take part in the interview process and as part of this must show candidates around and explain about the working of FGS as well as answering any questions candidates might have.
- SMSC videos – shown during tutor times which cover a range of social issues and provide a spring board for tutors to discuss social matters with their form.
- Prep (Yr 7 & 8) is provided in a manner that teaches students to manage their own time and work independently. Where Prep is not done students do not receive a sanction but instead they receive support to understand and overcome their barriers to learning. Some students will receive individual support in this area.
- A varied and comprehensive list of lunchtime clubs and activities are offered to our students. This gives our students an opportunity to mix with a variety of their peers and a chance to plan, explore, develop and experience a range of experiences. This is possible because of the hour we have for lunch and the support of staff.

In extracurricular activities, trips and visits

Optimum Work Experience. Students will develop various social skills with a variety of different audiences.

- During **Challenge Day** students have to communicate with various outside visitors.
- **Army workshop is an example of an activity - this will change each year according to availability** - Students in Year 10 and 11 complete a two hour workshop with Major Thornton and a couple of young army soldiers. During these sessions they communicate with the army visitors to help save an island devastated by an earthquake.
- Open Evening – Pupils show around groups of visitors including Year 6 pupils, their younger siblings and parents. Pupils will be expected to speak with the younger children to put them at ease and to answer questions parents might have.

In lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English KS4 and KS3 - Students are often asked to work in pairs or groups to produce pieces of work or joint presentations. They must work collaboratively and ensure that everyone takes an active role within group situations.
- Maths - By teachers and students getting to know each other well and being encouraged to talk and ask questions, they should feel more comfortable when discussing any issues, as well as learning to listen and respect each other.
- RS & RE – in the vast majority of lessons – see attached lessons.
- Geography (KS4 and KS3) - Activities in the geography classroom - pair work, group work, role-play, geographical games - foster good social behaviour and self-discipline. Contribution. Field trips enable social development and enhance the educational experience. Teach Me Tell me
- Science (KS3 & 4) - Pupils are encouraged to show respect for other peoples' ideas.
- History (KS3 and 4) - Throughout study of History, students are encouraged to share their ideas and opinions on many historical/societal themes. Group discussion is encouraged and an atmosphere is fostered where all students feel free to contribute their ideas.
- Music - Class discussions, group work, peer assessment, developing ideas as a group. For example Year 7: Witches Brew term 2, Year 8: African Drumming term 1, Year 9: Film Music term 3, GCSE: Theory/ listening lessons. Pupils are expected to work in pairs or groups from the start of year 7 in music. Particularly when working in a group that has been decided by the teacher, pupils need to show good communication and respect to each other.
- Art - In KS3 pupils partake in group work (Zoo Animal, Year 8) which allows them to understand the importance of working as a team, as well as reflecting on joint experiences. Students are encouraged to discuss artwork with each other and feedback on each other's work. Students may discuss work in pairs or small groups. Good routines are established in all lessons with getting practical equipment out and tidying away, a very independent and trusting environment where students are encouraged to respect the classroom environment and the equipment they use.
- Art - When in KS4, students work alongside different people, including research artists and designers from different regions and social backgrounds, allowing them to interact on a personal level with someone in the industry, whilst also developing their social skills in a creative and fun way.
- Drama - Part of performing is being able to work with others, something that working in groups help to promote, as well as offering pupils a chance to discuss how they could make their performance even stronger but also how to make some important decisions based on the values of their working group.
- IT - In various projects the pupils are encouraged to review and peer access each other's work. The feedback being important for both parties.
- 'Soft' Technology - KS4 – *Food*; the advantages of working as part of a team when designing and making products is taught, especially when considering roles in a kitchen/restaurant. *Textiles*: Students are encouraged to talk about and justify ideas and plans for design and planning garments.
- 'Hard' Technology - KS4 – interview clients about their project which is being made for a specific person outside of school and has to meet the needs of others.

For pupils who need extra support in this area .

- Extended transition activities – working with families and within the nurture group before pupils arrive at FGS.
- Nurture group - eating meals at a table together, focus on social skills, giving compliments to one another, working on communication and acceptable social behaviour.
- Counselling group work - circle time developing social skills.
- Study Hub - alternative provision, life coach.
- Pupil mediation.
- Solution focused counselling.
- Anger management.

- Reintroduction meeting after exclusion - to discuss how behaviour can be altered to improve and avoid future isolations.
- Parenting Officers and school social workers who work with families
- PCSO working with individual pupils on what is socially acceptable.
- Educational psychologist.
- 1220 Club - for identified pupils who feel vulnerable and ill at ease in large groups – to learn social skills on a small basis.
- ASET: for targeted strategies around ASD
- EHCP/ILP for targets and reviews connected to the support and development of social skills.
- ‘On call’ is used by staff to request intervention during a lesson to support the removal of a student to a buddy room or agreed alternative. This allows an impartial member of staff to ‘interrupt’ a situation and provide a moment of reflection and support. This will help students to start a process of reflection and review that will be continued at a suitable time for staff and students.

Social - Working with & socialising with pupils of different religious, ethnic and socio-economic backgrounds

Around school

- Tutor groups are created from a catchment range ensuring that pupils spend an extended period of time and have the chance to form attachments to pupils from different backgrounds.
- School council - is a peer led group who self-regulates speech and behaviour. In order to succeed they must learn to be aware of the needs and skills of their peers as well as the needs and sensibilities of the staff.
- SMSC videos – shown during tutor times which cover a range of social issues and provide a springboard for tutors to discuss social matters with their form.

In extracurricular activities, trips and visits

- Ski trip – various year groups.
- PGL- various year groups.
- During the Year 7, 8 and 9 summer **Challenge Day** activities students have to communicate with various outside visitors. Students also work in mixed groups.
- A varied and comprehensive list of lunchtime clubs and activities are offered to our students. This gives our students an opportunity to mix with a variety of their peers and a chance to plan, explore, develop and experience a range of experiences. This is possible because of the hour we have for lunch and the support of staff.

Examples from lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English KS4 and KS3 Students are often asked to work in pairs or groups to produce pieces of work or joint presentations. They must work collaboratively and ensure that everyone takes an active role within group situations.
- Maths - Promoting the shared values of the school encourages pupils to talk to everyone, regardless of their social backgrounds. In maths groups students work with others who have different religious, social and ethnic backgrounds, something that is even more noticeable in extracurricular activities.
- RS & RE – a primary aspect of all lessons is the value of the individual and the unique nature of all people.
- Music - Sometimes pupils work in groups of their choice and sometimes they are placed into groups.
- Art KS3 - students may work in pairs or small groups.
- Art KS4 - Work with other artists who are from different social, ethnic, religious or economic backgrounds, in order to produce a personal response that reflects their understanding of how people are different.
- Drama - Group work is integral to drama, groups are constructed with pupils.
- Soft DT - When appropriate students throughout all subject areas are encouraged to work in groups and partnership with students from different cultures, backgrounds and nationalities without discrimination to broaden their understanding and exposure.

For pupils who need extra support in this area

- Study hub - bespoke provision
- Pupil mediation.
- 1220 Club - for identified pupils who feel vulnerable and ill at ease in large groups – to learn social skills on a small basis.
- Inclusion in form and assemblies as much as possible.

Social – Co-operating well with others

Around school

- School council is run by pupils and includes all year groups and a range of pupils. No progress can be made without cooperation, not just from one another but also from the student body and the staff.
- SMSC videos – shown during tutor times which cover a range of social issues and provide a springboard for tutors to discuss social matters with their form.
- SMSC screens – shown around school referencing a range of SMSC issues.

In extracurricular activities, trips and visits

- Old Folks Party - year group work together to organise, provide food, entertainment, transport; drawing upon differing strengths and capabilities.
- Optimum All the **Challenge Day** activities involve pupils working in mixed ability and mixed sex groups to complete various activities.
- **Army workshop (as a typical activity)**- Students in Year 10 and 11 complete a two hour workshop with Major Thornton and a couple of young army soldiers. During these sessions they communicate with the army visitors to help save an island devastated by an earthquake. Completed in mixed sex and ability groups.
- **Work Experience** - interacting with new people.
- A varied and comprehensive list of lunchtime clubs and activities are offered to our students. This gives our students an opportunity to mix with a variety of their peers and a chance to plan, explore, develop and experience a range of experiences. This is possible because of the hour we have for lunch and the support of staff.

In lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English KS4 and KS3 - In speaking and listening tasks, students are actively taught to take account of other points of view and build upon them or challenge them appropriately.
- Maths - Group projects encourage pupils to work together and develop their individual strengths and weaknesses.
- Drama - Listening to everyone and respecting their opinions is crucial to anyone when they are starring in a production, something which group work helps to reiterate.
- Geography (KS3 & 4) - Through fieldwork geography makes a distinctive contribution to social development. Outside of the classroom pupils need a greater degree of self-discipline and a successful trip almost invariably relies on each member of the group making his or her full contribution.
- MFL - Practising language skills with peers and helping each other to improve.
- Science (KS3 & 4) - Co-operation in practical activity.
- Music - In order to be able to do practical work (the very nature of our subject) they must show they can cooperate with others. The teacher is there to guide and support some students with this.
- Soft Technology - All students are spoken to about the advantages of working collaboratively as a member of a team, particularly in Textiles and Food where collaboration is key
- Art - Students work together to maintain a purposeful and calm working environment. Working together to manage practical equipment and resources.

For pupils who need extra support in this area

- Extended transition activities – working with families and within the nurture group before pupils arrive at FGS.
- Study Hub - eating meals at a table together, focusing on social skills, giving compliments to one another, working on communication and acceptable social behaviour.
- Counselling group work - circle time developing social skills in Study Hub and for students who have ECM referrals. cues
- Study Hub - bespoke provision, needs led curriculum that includes developing social skills and understanding social
- Pupil mediation.
- Solution focused counselling.
- Reintroduction meetings after exclusion.
- Anger management.
- PCSO working with individual pupils on what is socially acceptable.
- Educational psychologist.
- 1220 Club - for identified pupils who feel vulnerable and ill at ease in large groups – to learn social skills on a small basis.
- LCAs available in designated spaces (or via email) for students who have a crisis with social situations and need immediate support.
- LSAs in lessons to support group work skills
- EHCP/ILPs reviews and targets
- Staff duties to support students in free time to develop social skills.

Social - Reflecting on and being able to resolve conflicts effectively

Around school

School council.

Peer mentors.

- SMSC videos – shown during tutor times which cover a range of social issues and provide a springboard for tutors to discuss social matters with their form.
- SMSC screens – shown around school referencing a range of SMSC issues.
- ‘On call’ is used by staff to request intervention during a lesson to support the removal of a student to a buddy room or agreed alternative. This allows an impartial member of staff to ‘interrupt’ a situation and provide a moment of reflection and support. This will help students to start a process of reflection and review that will be continued at a suitable time for staff and students.

In extracurricular activities, trips and visits

- **Optimum - Challenge Day** – A situation might arise whilst working in teams whereby students have to resolve the issue and come up with an effective conclusion and way forward.
- **Work Experience** - Some students may experience difficult customers or members of staff.

In lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English KS4 and KS3 - In speaking and listening tasks, students are actively taught to take account of other points of view and build upon them or challenge them appropriately.
- Maths - By using different methods of solving problems, the pupils learn how to address any problems that they have, as well as realising what went wrong, in order to make sure they don't do it again. This can be reiterated when the pupils are working in groups but can also be seen when pupils are working individually.
- Geography (KS3 & 4) – Coasts - decision making in whether to defend coastlines, decision making exercises – Years 9-10.

- History (KS3&4) - By learning about conflicts throughout time, students learn how conflict can be dealt with both effectively and ineffectively such as the study of Appeasement and the Battle of Hastings.
- Music - In music, pupils are expected to work with other students in groups and share creative ideas, whilst also dealing with differences in opinions. Students are encouraged to value all students' ideas before deciding on the final outcome.
- Art - Group work throughout KS3 and KS4 helps pupils engage with each other, and give and receive constructive feedback that is given in a non-malicious way. This can be reflected in the Zoo Animal project (Year 8), as well as students going out of school to further their artistic experiences (KS4).
- Drama - Reflecting on what worked well and what needs improving is essential in any theatrical production, something that all of the students will come across frequently within their drama lessons. New suggestions are always listened to and, if new ideas don't work, then a solution that makes everyone in the group happy and allows the play to move forward, will be agreed upon.
- 'Soft' Technology - *Child Development*; Students are encouraged to recognise and understand that values, attitudes and beliefs in what is right or wrong, good or bad, will differ in both individuals and communities. These issues will impact directly on the day-to-day decisions that have to be made by parents, or those considering parenthood, with regard to their responsibilities towards their child. Decisions about design / recipes in Food and Textiles often involve compromise and students working in groups to come to a collective decision which can sometimes involve disagreements to be overcome.

For pupils who need extra support in this area

- Pupil mediation.
- Restorative conferencing (between staff and pupil as well as pupil and pupil).
- Pupil ABCs (Acceptable behaviour contract supported by police).
- Study Hub – personalised learning setting example for students of solving long term conflicts.
- Sanction analysis to reduce teacher pupil conflict.
- 1220 Club - for identified pupils who feel vulnerable and ill at ease in large groups – to learn social skills on a small basis.
- Class Charts for seating plans accompanied by Learning Coordinator analysis.

Social - Understanding the way communities and societies function at a variety of levels

Around school

- SMSC videos – shown during tutor times which cover a range of social issues and provide a spring board for tutors to discuss social matters with their form.

In extracurricular activities, trips and visits

- **Work Experience** - Dealing with people from various communities and with varying needs.

In lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English KS4 and KS3 - In studying Shakespeare's plays or novels from other time periods/cultures, students must consider the societal structure that would have influenced the characters' actions and motivations.
- Maths - Exploring how maths can be used in the wider society helps pupils realise that maths is essential in every part of the world and not just the classroom. Focusing more on the business side of maths helps pupils realise how important the economy is to the welfare of Britain and other countries in the world.
- History (KS4) - Students understand the importance of the economy in encouraging change within cattle-ranching. Students become aware of notions of family, homesteader community and their impact on the Indians. Students are aware of the social diversity of American society. Students understand the importance of government, society in inhibiting stability – White Settlers. Students appreciate the importance of government through the fall of the Roman Empire. Students understand the importance of the government in the work of Pasteur and Koch. Students understand the importance of government, economy and science and technology in the development of penicillin. Students will appreciate how the government can help and hinder progression (Rome).

- History (KS3) - Students develop an understanding of how other societies work through an in-depth study of Roman society. Students develop an understanding of how other societies work through a study of Mediaeval life and specifically the Feudal System. Students develop an understanding of how society can change as a result of major events such as the Black Death and the Peasants' Revolt, English Civil War, Second World War. Students develop an understanding of societies have worked in the past through a study of the role of a Medieval King and a study of the Rise of Hitler. Students develop an understanding of how our society has been shaped through studying the history of settlement before the Romans and looking at the contributions of different groups to society.
- Geography (KS3 & 4) – Population; to understand how cultures vary - issues over under- and over-population. Settlement; advantages and disadvantages of modern day living in an inner city. Geography also has a key role in developing an understanding of citizenship. For example, decision making exercises introduce pupils to the planning process in a town or city; learning about international trade fosters a sense of the interdependence of people and places; and through geography pupils develop a knowledge and understanding of the concept of sustainable development and the skills to act upon their understanding.
- Science (KS3 & 4) - Pupils consider how ideas have changed over times, e.g., spontaneous creation of life, movement of the earth etc; pupils study the effect of scientific theories on how people consider human society, e.g. Mendeleev, Darwin. Pupils are aware of the social consequences associated with human reproduction, smoking, drugs and alcohol. A social responsibility for the environment is developed including living things, use of energy and finite resources.
- Music - All year groups study world music, learning about the ways different communities value music, for example: Year 7: Samba from Brazil, Year 8: African Drumming. Year 9: Indian Classical Music, GCSE: Bhangra and Indian Classical, also Israeli and Palestinian music
- IT - Pupils study how IT links communities and how its role in the modern world has developed.
- 'Soft' Technology - KS4 – *Food*; understand the role that chef's and product developers have, and the impact and responsibility they have on and to society; consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products; consider environmental and sustainability issues in designing products; the advantages of working collaboratively as a member of a design team; *Textiles*; understand the role of the designer and consider the impact of design proposals on society; identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design. Understand the influence of ethical trading and the consumers' role in social and environmentally sustainable design. Understand the moral and environmental issues associated with textiles production; *Child Development*; Candidates should be encouraged to recognise and understand that values, attitudes and beliefs in what is right or wrong, good or bad, will differ in both individuals and communities. These issues will impact directly on the day-to-day decisions that have to be made by parents, or those considering parenthood, with regard to their responsibilities towards their child. Students are encouraged to consider the values, attitudes and roles of people that prevail in societies and communities.

For pupils who need extra support in this area

- Study Hub – alternative provision tailored to the needs of each student
- PCSO- speaks with identified students.
- Reflect on their own behaviour and impact on the school community and wider community within Study Hub and in Nurture.
- Parenting officers .
- 1220 Club - for identified pupils who feel vulnerable and ill at ease in large groups – to learn social skills on a small basis.
- LSAs in class with knowledge of students and also supporting in a pastoral role.

Social - Willing to participate in a variety of social settings

Around school

- Assemblies – some pupils will take assemblies
- Interviews – school council
- SMSC videos – shown during tutor times which cover a range of social issues and provide a spring board for tutors to discuss social matters with their form.

- SMSC screens – shown around school referencing a range of SMSC issues.

In extracurricular activities, trips and visits

- Child development visits.
- Old Folks Party.
- PGL trips
- Work experience.
- Challenge Days.
- Parents evening – pupil support.
- Open evening – pupil tours.
- A varied and comprehensive list of lunchtime clubs and activities are offered to our students. This gives our students an opportunity to mix with a variety of their peers and a chance to plan, explore, develop and experience a range of experiences. This is possible because of the hour we have for lunch and the support of staff.

Examples in lessons

- For PSHE, RE, RS and Citizenship see attached documents
- Different groups created in class settings.
- Maths -Whole year revision sessions allow year groups to discuss mathematical methods that they may not be aware of, but are very easy to use, allowing students to mix with people that they may not normally see in their maths class.
- Music - All year groups work in a variety of groupings and with a range of people, e.g. singing as a whole class, working in pairs, working in small groups, working individually on coursework. Extra curricular music groups also encourage students to mix between year groups.
- Art - All year groups discuss different aspects of society and culture, whilst working in groups, yet they also complete projects individually too. KS4 experience working with other artists that are of different religion, ethnicity and social background, whilst in a different setting, giving them a different exciting experience. In Key Stage 4 students may visit colleges to partake in workshops and have visiting artists coming into school to work with them. Within Key Stage 4 Photography students are encouraged to go out into the community to take a range of photographs on different themes.

For pupils who need extra support in this area

- Study Hub - work experience and alternative provision
- Nurture group – encouraging pupils to attend mainstream lessons and support them to achieve success in mainstream school.
- Support for pupils lacking in self confidence to attend school trips (e.g. trained members of staff travelled to Boulogne with Year 7 pupils with social and emotional behaviour difficulties).
- Life coaching.
- Communication coaching.
- Education psychology support for pupils.
- Speech and language therapy.
- Support for pupils with school phobia developing their ability to return to or attend mainstream school.
- Fast Club- friends achieving social targets – club for identified pupils to help them with confidence, self-esteem and to build social relationships also prepare and run coffee mornings for parents and teachers to teach self sufficiency, social skills, personal hygiene, road safety and confidence.
- 12:20 lunchtime club
- LSA support both in and out of class

- EHCP/ILP targets and reviews.

Cultural - Understanding and appreciating the wide range of cultural influences that have shaped personal values and identity.

Around school

Displays.

Thought for the week.

- SMSC videos – shown during tutor times which cover a range of cultural issues and provide a springboard for tutors to discuss cultural matters with their form.
- SMSC screens – shown around school referencing a range of SMSC issues.

In extracurricular activities, trips and visits

MFL trips.

Examples in lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English KS4 - Students must study a range of Literature from other cultures and time periods. Their study of these is primarily concerned with the cultural differences between their experiences and those of the characters/authors.
- English KS3 - Students study a range of Literature and nonfiction topics that are linked to or based in other cultures.
- Maths - Students study different mathematical patterns from around the world, such as Rangoli patterns, which encourages their awareness of other cultures and values, which in turn allows pupils to understand individual beliefs.
- RS and RE - see attached document
- History (KS4) - Students develop respect and tolerance for another culture; Native Americans
- History (KS3) - Students will develop knowledge of the other cultures that have contributed to the makeup of British society through the entirety of KS3
- Geography (KS4) - Understanding the interdependence of countries. Population - understanding why birth rates are high in LIDCs, low in ACs.
- Geography (KS3) - Pupils learn about the characteristics of their local area and why it is like that and contrast where they live with more distant localities, in this country and abroad - what it means to be British- Year 7.
- MFL - Festivals, national/family traditions (meal times), attitudes towards education (uniform, college/university), going out (curfews), transport.
- Music - Creating national identities through music. For example: Year 7: Samba term 3, Year 8: Gamelan term 2, Year 9: Bhangra term 2, GCSE: Romantic concerto. Also in Year 9 Blues music with a study in its roots in the slave trade.
- Drama- key annual events are celebrated/ and reflected upon in KS3 and KS4 lessons, for example Christmas and Easter
- Art - All of the work that KS3 does is aimed at developing their understanding of different cultures and how they can influence personal identities, allowing pupils to explore historical times, cultures and architecture and how they have helped influence ever evolving ideas about culture and design.
- Art - KS4 explores artwork from various cultures, backgrounds and times and produces a piece of work that illustrates their understanding of personal values and identities, but also considers the beliefs of other artists.
- 'Soft' Technology - *Textiles*; identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design. *Child Development*; Students are encouraged to recognise and understand that values, attitudes and beliefs in what is right or wrong, good or bad, will differ in both individuals and communities. These issues will impact directly on the day-to-day decisions that have to be made by parents or those

considering parenthood, with regard to their responsibilities towards their child. Students consider the values, attitudes and roles of people that prevail in societies and communities. Pupils should understand and respect different approaches to child development and how these are influenced by the society or community into which a child is born.

For pupils who need extra support in this area

- 1220 Club - for identified pupils who feel vulnerable and ill at ease in large groups – to learn social skills on a small basis.
- LSAs on an individual basis to explain cultural differences and developing confidence in dealing with cultural diversity.
- The Study Hub-Cultural capital is delivered explicitly through timetabled lessons, referred to as cultural celebration. The scheme of work has been structured chronologically to ensure that the celebration days are studied at the appropriate time of year. This structure allows the students to share and celebrate their knowledge and experiences firstly with the staff and students within the Hub and then with family and friends outside of school. All lessons have both cognitive and affective objectives to ensure that students are encouraged to learn about the events whilst also reflecting on their own thoughts and feelings. An example of celebrations covered; World Book Day, World Kindness Day, Diwali, Remembrance Day and World Bee Day.

Cultural - Participating in and reflecting on a wide range of cultural opportunities

Around school

- Displays.
- SMSC videos – shown during tutor times which cover a range of cultural issues and provide a springboard for tutors to discuss cultural matters with their form.
- The “Read Aloud” program in Year 9 and 10 is a time when students are read to (by staff) and follow the text in their own book. This is an opportunity to extend their cultural experiences and knowledge but also a time to experience a story fully and engage in it on an emotional and personal level.

In extracurricular activities, trips and visits

- MFL-breakfasts, European Day of Languages, presentations, displays.
- A varied and comprehensive list of lunchtime clubs and activities are offered to our students. This gives our students an opportunity to mix with a variety of their peers and a chance to plan, explore, develop and experience a range of experiences. This is possible because of the hour we have for lunch and the support of staff.

In lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English KS4 - Students must study a range of Literature from other cultures and time periods. Their study of these is primarily concerned with the cultural differences between their experiences and those of the characters/authors. Opportunities to see the play, “Blood Brothers” and the Shakespeare play being studied are arranged for all students when possible.
- Drama - students at both key stages read, study and act within a variety of plays and set pieces. For boys in KS4 who are learning physical theatre and struggle with engaging with physical aspects/ contact of acting they work with external male, drama leaders.
- RS & RE – see attached document
- Geography (KS3 & 4) – Study of different societies- Africa- farmers in Kenya, Factory workers in Asian Countries, Urban dwellers in Lagos, Nigeria. People from different parts of the UK, People in the Maldives affected by climate change.
- Science (KS3 & 4) - It is recognised that the smelting of metal ores developed more than 2500 years ago in many cultures, Africa, Asia, Middle East as well as Europe -Agricultural selective breeding of plants and animals was used in all ancient cultures
- Music - We study music and its context from all over the world. We do practical activities to try and recreate these styles as authentically as possible. For example Year 7: Samba from Brazil, Year 8: African Drumming, Year 9: Indian Classical Music, GCSE: Indian music, Bhangra and Classical, also Israeli and Palestinian music.

- Art - KS3 explores culture through art and music (Kandinsky, Islamic Architecture).
- Art - In KS4, pupils participate in producing artwork that illustrates knowledge of many different countries, cultures and different times, which helps them to understand how important culture is, not only in art, but in everyday life too. Students explore how photography can be used to express personal ideas.

For pupils who need extra support in this area

- Nurture group – encouraging pupils to attend mainstream lessons and stay in mainstream school.
- Support for pupils lacking self-confidence to attend school trips (e.g. trained members of staff travelled to Boulogne with Year 7 pupils with social and emotional behaviour difficulties).
- Life coaching.
- Communication coaching.
- Education psychology support for pupils.
- Speech and language therapy.
- Support for pupils with school phobia developing their ability to return to or attend mainstream school.
- Targeted, practical support for all pupils with SEN to cope with a range of different situations and school trips e.g. pupil with Foetal Alcohol Syndrome going to a Boulogne trip entailed one to one LSA support.
- Study Hub-Opportunities to discuss the importance of social, cultural and religious events are utilised not simply in cultural celebration lessons but across the curriculum, with the emphasis on providing opportunities for students to increase their cultural currency. Hub on Tour visits are planned to provide students with first hand experiences of cultural events and activities. These include but are not limited to; walking to the cenotaph for a moment of silent reflection; choosing and decorating the Hub Christmas tree; cooking and sharing a Christmas dinner; visiting the theatre.

Cultural - Exploring, understanding, celebrating and respecting cultural diversity in local, national and global communities

Around school

- Assemblies.
- SMSC videos – shown during tutor times which cover a range of cultural issues and provide a springboard for tutors to discuss cultural matters with their form.
- SMSC screens – shown around school referencing a range of SMSC issues.

In extracurricular activities, trips and visits

- Trips to Belgium, Germany, France.
- Music - We offer extra-curricular musical opportunities to all students, both those who are learning to play an instrument (at any level) and those who don't. For example: Taiko drumming, Choir, Senior band, Training band, Jazz band, Samba, Boys' Choir, Woodwind group, String Group.
- Music trip - European music trip.
- House events - all pupils are encouraged to engage in a range of House events throughout the year. These include musical, artistic, sporting and cultural events and encourage pupils to explore ways to achieve that are new to them and outside their normal experience.
- Dance competitions.
- Optimum - **Challenge Day** - Students take part and respond to a wide variety of activities with a wide variety of different people.

Example in lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English KS4 - Students must study a range of Literature from other cultures and time periods. Their study of these is primarily concerned with the cultural differences between their experiences and those of the characters/authors.

- English KS3 - Students study historical and social contexts of plays and novels, including how the events have shaped our current society and value systems, e.g. Refugee Boy, Boy Overboard and Gangsta Rap are novels that show perspectives from a variety of other cultures and students will study the social impact of the events described within them.
- Maths - By learning about the early beginnings of numbers, ratios and important mathematical figures such as Pythagoras pupils explore cultures and also how maths has progressed alongside society.
- History (KS4) - Students develop respect and tolerance for another culture; Native Americans. Students appreciate how Islamic culture influences medicine. Students become aware of ancient cultures such as Egyptian and Greek and how they worked.
- History (KS3) - Students will develop awareness of other cultures through a study of the Roman Empire. Students will understand through a study of the Black Peoples of the Americas how other cultures work and can be influenced/controlled by others and the reasons behind this. Students will also consider the British Empire and also African Empires
- Geography (KS3 & 4) – Population; different social groups, conditions, cultures etc. Hazards; how cultures respond to natural hazards.
- MFL - Francophone countries, different regional dialects + cultural traditions.
- Science (KS3 & 4) - Scientific discoveries are celebrated as part of our culture e.g. the work of Louis Pasteur, Jenner and Galileo. Pupils are aware that there is a relationship between the reactivity series of metals and the age of discovery. Pupils consider the historical context that influences the way new theories are considered, e.g. motion of the earth, evolution, infection - theory of disease.
- Art - In all key stages, students become aware of how cultures differ, as well as understanding that these differences are important to creating an individual identity, something that can be seen in their artwork throughout the year.
- 'Soft' Technology – *Food*; considers the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products; consider environmental and sustainability issues in designing products; *Textiles*; identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design. *Child Development*; Students are encouraged to recognise and understand that values, attitudes and beliefs in what is right or wrong, good or bad, will differ in both individuals and communities. These issues will impact directly on the day-to-day decisions that have to be made by parents or those considering parenthood, with regard to their responsibilities towards their child. Students consider the values, attitudes and roles of people that prevail in societies and communities. Pupils should understand and respect different approaches to child development and how these are influenced by the society or community into which a child is born.
- 'Hard' Technology - a cultural jewellery project in year 8, where other cultures are explored and then used to influence design.

For pupils who need extra support in this area

- PUP funding for access to extracurricular activities
- PUP funding for school trips
- Pupil Equity Advocates mentoring
- Study Hub- Cultural celebration aims to respect cultural diversity by investigating events from local to global communities, always linking the thoughts and feelings of others to our own.
- Hub of Tour visits allow students to experience celebrations in the local community.
- The Drop Everything And Read (DEAR) time includes a read aloud session with a member of staff, books are chosen based on their links to the wider world. The first book;
- 'The Beekeeper of Aleppo' provides an insight into the trials faced by those in war torn countries and through the reflective talk students are able to share their thoughts and feelings.
- LSA in class to offer support as needed.
- Duke of Edinburgh Award Scheme.

Cultural - Willingness to participate in and respond to,
eg, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

Around school

- House activities.
- SMSC videos – shown during tutor times which cover a range of cultural issues and provide a springboard for tutors to discuss cultural matters with their form.

In extracurricular activities, trips and visits

- Trips to Belgium, Germany, France.
- Music - We offer extra-curricular musical opportunities to all students, both those who are learning to play an instrument (at any level) and those who don't. For example: Taiko drumming , Choir, Senior band, Training band, Jazz band, Samba, Boys' Choir, Woodwind group, String Group.
- Sports day, sports trips and teams and clubs.
- Music trip - European music trip.
- House events - all pupils are encouraged to engage in a range of House events through the year. These include musical, artistic, sporting and cultural events and require the pupils to work collaboratively with one another across the year groups.
- Dance competitions.
- Maths challenge.
- Optimum - **Challenge Day** - Students take part and respond to a wide variety of activities.
- Multiple clubs at lunchtime offering a wide range of activities
- Prep is provided for students in Year 7 & 8 (Homework continues after this) which is designed to be varied in content and demand. Preps can involve artistic, sporting or musical content and is fully supported by Frog in order that students can have a broad variety of content and inspiration as a focus for Prep.

In lessons

- For PSHE, RE, RS and Citizenship see attached documents
- English KS4 / KS3– The department provides an opportunity for all students to watch plays being performed or to watch and act in plays in a classroom environment.
- Maths - The UK School Mathematics Challenges allows pupils to participate in interesting challenges throughout the year. All pupils are encouraged to partake in extracurricular activities and whole school events that are going on throughout the year.
- RE – see attached document
- Art - The department encourages students to embrace artistic and cultural differences and use them in a positive way in their own creative process.
- Music and Art GCSE open to all pupils regardless of musical and artistic ability.
- Drama - students of both key stages and in all abilities will participate, observe and comment on plays and performances by peers and external performers

For pupils who need extra support in this area

- PUP funding
- Subsidised chromebooks for PUP students.
- Pupil Equity Advocates mentoring
- Study Hub- Through cultural celebration students research and respond to different genres of music and art. Local gym staff attend the Hub's gym weekly to encourage physical activity.

- Weekly art therapy sessions for all students to engage in expressing themselves through art.
- The Hub's Challenge Day provides opportunities to take part in a variety of activities including STEM.
- Weekly DJ sessions for students to develop and receive certification for their DJ skills.
- Students grow their own vegetables and herbs and, through their enterprise project, sell the mature plants to staff to raise funds for seeds in the following year.
- Annual celebration on World Book Day allows students to celebrate literature and includes a walking visit to the local charity book shop to select their own book.
- Hub on Tour takes students on an annual theatre trip to ensure that all students are able to experience live arts, the end of year trip takes allows students to challenge themselves through a number of physical activities.
- During Wimbledon tennis style activities are available and live matches available to watch during recreational times, students are offered strawberries and cream during this time.

How do we target pupils for Spiritual, Moral, Social, Cultural support?

- Boxhall profile.
- Goodmans Strengths and difficulties.
- Professionals meeting (PCT, CAMHS, Police, North Lincs Homes, Safer Neighbourhoods, social services and others as appropriate), self or parent referral, transition links (parent practitioner/ SEN/ SLT/ Primary Cluster links).
- Staff referral.
- Exclusion or isolation statistics.
- Post Code analysis confirms the targeted nature of support.
- Pupil attitude to Self and School questionnaire.
- Intervention monitored and evaluated
- Optimum- challenges, self-evaluative skills and qualities.
- Parenting Support.
- Parental surveys.
- Life coaches.
- Non teaching – Two qualified social workers
- Peer mentor referral.
- IAG.
 - Non teaching WRL co-ordinator communicates with colleges, employers, EBP and Connexions to ensure relevant information is given to pupils and staff.
 - KS4 information evening.
 - FastTomato used for IAG and options choices - used by Year 9.
 - Assembly visits – colleges, employers' week, Connexions apprenticeships talk.

Impact How do we measure impact?

- Declining isolations and sanctions/ exclusions
- Feedback from stakeholders – including community groups, police service, PCT, Choices, LA

- Racist incident form
- Adolescent Lifestyle Survey – looks at happiness, aspirations, degree to which our students engage in risky behaviour
- Parental surveys
- Membership of school council
- Membership of extracurricular groups and trips
- Talking to students
- Attendance in the hub for celebration days and trips, student work is visible in the hub, student surveys, all visits conclude with an evaluation conversation to collect the students' voices, student certificates for DJ awards