**Rationale**

At Manor High School the personal development of students is a fundamental part of the academic and pastoral work of the school. To this end, we want to develop students spiritually, morally, socially and culturally and ensure that they are treated as individuals.

We aim to deliver spiritual, moral, social and cultural education through all aspects of school life; curriculum, CHS, assemblies, tutor time, talking points, external speakers, extra-curricular activities, school trips, the pastoral system, as well as themes events. No school can effectively promote the personal development of its young people without the partnership of parents and the wider community. We therefore do our best to engage these key stakeholders in this endeavour and work closely with them whenever possible.

**Implementation**

Manor High School has a very clear ethos in terms of the way we treat ourselves and each other. As a school:

• We offer positive and realistic examples and role models for students to follow

• We provide opportunities for reflection, discussion, advice and support to enable them to set personal goals and develop self-awareness and self esteem

• All departments understand the importance they play in contributing to the personal development of each student

• Our pastoral teams work closely with SLT to ensure the tutor and assembly programmes are appropriate and relevant

• Students have opportunities to reflect deeply on moral or social issues relating to school life and the wider world

• Students are offered first hand opportunities to meet different people, visit different places and discuss different belief structures and faiths

**How will we monitor the implementation of SMSC?**

• The Deputy Headteacher in charge of SMSC will be responsible for monitoring and maintaining the implementation and ensuring appropriate progression through the school by:

• Monitoring and reporting on SMSC at MHS

• Curriculum Leaders will be responsible for ensuring that SMSC development opportunities are exploited and flagged up wherever possible and evidence

Recorded.

• Examples of good practice are shared at Staff meetings.

**Nothing can be more important for our children’s education than ensuring they are supported to be the best they can be within our ever changing, diverse and eclectic society that ensures everyone has an equal opportunity to live, learn, and achieve.**

**Spiritual development**

The Religious Education Curriculum;

Prayers and reflection;

Support for the expression of individual faiths;

School-linking activities – locally, nationally and internationally;

The Assembly programme;

**Moral development**

The Religious Education Curriculum;

Behaviour for learning policies;

Tutor time activities;

Contributions to local, national and international charitable projects;

**Social development:**

CHS curriculum;

Tutor time curriculum;

Charity work and House fundraising activities;

Student Voice – Student Parliament;

Access to counselling;

House competitions;

**Cultural development**

Access to the Arts;

Access to the languages and cultures of other countries through the curriculum and trips and visits;

Promotion of racial equality and community cohesion through the school’s ethos;

Assembly programme;

Tutor time curriculum;

BV=Links to British Values

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | We promote spiritual development by... | We promote moral development by... | We promote social development by... | We promote cultural development by... |
| English | Responses to literature – questions such as ‘How would you feel if you were the person in the story?’ ‘Where have you met these ideas before?’ Appreciation of the beauty of Language Recognition of how others’ beliefs and experiences have shaped the course of literature.  Promoting resilience and  responsibility through group  work, presentations and  investigations. BV  Discussing spirituality and  religious meanings and  symbols through literary texts BV | Exploring stimuli for thinking about the consequences of right and wrong behaviour; students speculating and applying their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. Considering different perspectives.  Promoting moral issues and  moral dilemmas through  literature texts including  An Inspector  Calls, Of Mice and Men and  To Kill A Mockingbird. BV  Discussions about literary  characters and the decisions they make promote  understanding of peoples’  behaviour and its  consequences. BV  Constant evaluation of  lesson contributions and  contributions to group work  scenarios promote self- reflection and consideration. BV | Supporting conceptual and language development through an understanding of and debates about social issues. Providing opportunities for talk in a range of settings.  Constructive feedback.  Helping pupils to explore how  characters resolve conflict in  literary texts enables  discussions about pupils’  own lives. BV  The specific study of poetry  under the headings ‘Conflict’  and ‘Relationships’ which is  linked to discussions of real life scenarios and situations.  BV | Supporting conceptual and language development through an understanding of and debates about social issues. Providing opportunities for talk in a range of settings. Understanding and acknowledging different cultures through a range of literary works.  Poetry and Shakespeare  The specific study of novels,  poetry and plays set in other  cultures promotes cultural  awareness and empathy  texts include: Of Mice and  Men, To Kill A  Mockingbird. BV  Teaching spoken language  and analysing the language  of belonging, accents,  dialect etc. promote  discussions about public  attitudes and responses to  language development. BV |
|  | We promote spiritual development by... | We promote moral development by... | We promote social development by... | We promote cultural development by... |
| Maths | Making connections between pupils’ numeracy skills and real life.  Bank statements and calculating interest.  Considering pattern, order, symmetry and scale both human made and in the natural world  Students are encouraged to think deeply and use reasoning to attempt a wide range of challenging problems in a range of contexts. They must consider and reflect upon both their method and their outcomes and realise that students can interpret solutions and data in different ways which allows them to become open to different thought patterns and methods leading to the same solutions as well as different interpretations of the same solution. They investigate patterns and the subsequent mathematical evolution that lies within them such as the Fibonacci sequence and the golden ratio. Students investigate and interpret examples of Mathematics in nature. They are taught to approach all problems with an open mind and are encouraged to consider concepts such as infinity and how numbers such as pi are still not fully comprehended.  Students are asked to consider very large and very small numbers and use standard form to express these and understand their place within nature and the universe as a whole.  Students are often inspired  by the cross-curricular links  with other subjects (Art,  Design and Technology,  Geography and Graphics  amongst others). They pride  themselves in understanding  and being able to use  mathematical tools applied  in the business world. BV | Students are asked to consider data and analytics and become accustomed to questioning causation and causality. They also consider the use of leading questions and open and closed responses as a means of persuasion and bias. They must interpret data and consider how graphs can be misleading as can statistics in the real world and particularly as a persuasive tool in advertising. They consider value in retail and question claims made by companies related to healthy eating and value for money. They also consider how their actions can lead to positive and negative outcomes for others. Logic and reasoning skills must be applied to decision making in applying maths in real world contexts.  Students are asked to reflect upon data that highlights the inequalities in the world as well poverty trends and education in different economies. Students also consider taxation and interest rates as well as compound interest and the accumulation of debt and exponential growth.  They learn to distinguish  between the right and wrong  ways (methods) of  successfully completing  tasks. BV  In Mathematics, they learn  to develop a sense of  purpose, through the ability  to investigate a hypothesis,  consider other view points  and ethical issues, discuss  their work logically and get  their findings and opinions  across sensibly. BV | All students are encouraged to work together to solve problems and listen and learn from the methods and reasoning when responses are given. They must respect and reflect on the work of each other and alongside the use of SHAPE must become confident with expressing their own thoughts and opinions and articulate these. Students are encouraged to respond positively to peer marking and feedback and Think Pair Share activities allow them to develop their listening and communication skills as well as working together to reach solutions and foster an environment where risk taking is encouraged and failure is seen as a mechanism to reflect and progress.  Maths Challenges, house competitions and Team Maths Challenge events advocate the use of team work as a means of success. Students are asked to consider their own financial independence and their place in society.  They develop team building  and a sense of  responsibility, which are  important skills that will be  used in everyday life. BV  Mathematics helps students  to make informed decisions  in life, based on the skills  and confidence gained from  choosing the most  appropriate method in  solving problems. These  skills are transferrable to  real-life situations, and  therefore help the boys  become reflective,  responsible and insightful  individuals. BV | Asking questions about the history of maths.  Students consider the emergence of algebra from the Middle East as well as the development of using letters including Greek symbols within Maths. They look at the impact of various units and how they have developed over time as well as Maths within different religions and cultures such as the Rangoli patterns and tessellation and Islamic Art. They consider when and where Trigonometry was first used and the emergence of Pythagoras Theorem.  When discussing the language and terminology used in Mathematics, they are informed of the prefixes and links to other languages which serve as a basis for shape names and units etc.  Mathematics is constantly  applied to real-life scenarios  (Functional Maths) – these  practical tasks give students  the opportunity to understand  and respect each other’s  cultural, spiritual and  traditional practices. BV |
|  | We promote spiritual development by... | We promote moral development by... | We promote social development by... | We promote cultural development by... |
| Science | Activities such as plotting the scale of the solar system and open up questions about the size of the universe and how it might have been formed.  Creating opportunities for students to ask questions about how living things rely on and contribute to their environment.  History of the atom.  History of evolution theories.  Astronomy  Sometimes science and  spiritual ideas do cause  conflict but in a modern  society it is important to  understand why these conflicts  arise so we can respect the  views of others and move  forward. BV | Considering that not all developments have been good because they have caused harm to the environment and to people. Encouraging students to speculate about how science can be used both for good and ill.  Ecology  Genetics  Haber process  Stem cell research  Science weeks  Impact of man on biodiversity eg destruction/cloning | Using opportunities during Science lessons to explain how to keep other people safe. Exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.  Stem cell debate  Genetic engineering  Drug testing | Asking questions about the ways in which scientific discoveries from around the world have affected our lives.  Working scientifically  STEM  Science week  It is important to understand  how the different cultures  around the world can have  different impacts on the planet  and what impact more  economically developed  countries have on poorer  areas. This will also be vital  into the future as we need to  monitor the impact of quickly  developing cultures around the  world on our environment. BV |
|  | We promote spiritual development by... | We promote moral development by... | We promote social development by... | We promote cultural development by... |
| Art | Providing plenty of rich opportunities for students both to explore the spiritual dimension and natural phenomena. Exploring different artists’ interpretations of a key figure or event and asking what the artist was trying to convey. Allowing students to show what they know through their own expression of big ideas about life e.g. morality, ethical issues. Promoting the process of ‘reviewing and evaluating’  The Art course is dependent  on the students’ ability to  enquire and communicate  their ideas, meanings and  feelings. BV  We encourage independent  thinking that will enable  students to develop their  ideas and intentions and  express these in an  appropriate manner. BV | Exploring how emotions and inner feelings are expressed though painting, sculpture and architecture. Responses to and use of visual images to evoke a range of emotions.  Throughout the course  students are encouraged to  look at work that will often  pose a moral question. The  student’s outcomes are  supported with a rationale or a meaning that will often convey  a message. BV | Sharing of resources. Exploring social conflict and resolution. Exploring art as a powerful social tool e.g. in advertising, in representing particular groups such as women and gay people.  Students work is celebrated  throughout the school and  displayed in many areas.  Pupils work independently  and collaboratively to  develop public and community artworks that  express relationships  between the students and  local community. BV | Artists from different cultures, the role portrait has on world culture, exploring natural habitats, environmental concerns.  Experiencing a wide range of creative media from around the world. Developing aesthetic and critical awareness.  Students will be exposed to  a wide variety of cultures,  beliefs and religions.  Through their investigations  they will research and  explore the religious and  non-religious beliefs  adopted by a variety of  cultures from around the  world. BV |
|  | We promote spiritual development by... | We promote moral development by... | We promote social development by... | We promote cultural development by... |
| Computing | Wondering at the power of the digital age e.g. use of the internet. Understanding the advantages and limitations of ICT Using the internet as a gateway to big life issues.  Involves students being  encouraged to explore  sexism, racism and  discrimination in the  workplace through the  discussion of employment  laws. BV  This also helps to develop  student’s empathy and  compassion skills and  allows them to take into  consideration other people  aims, values, principles and  beliefs. BV | E Safety  Exploring the moral issues surrounding the use of data. Considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying as a danger. Considering the vision and moral purpose of those involved in developing the web.  To investigate the moral and ethics of technology/business.  Pupils exploring moral  issues relating to access  when considering the use of  large information systems  e.g. who should know about  criminal records BV  ICT helps pupils to explore  aspects of real and  imaginary situations and  enables them to reflect on  the possible consequences  of different actions and  situations BV  Involves students being  required to evaluate,  comment upon and discuss  various moral issues relating  to business practices. They  will do this through the use  of observations, gathering of  information and studying  given case studies to  support this. BV  The use of case studies in  ICT encourages students to  draw conclusions through  evidence rather than their  preconceptions whilst  allowing the students the  time to reflect on the origins  of their own personal  perceptions of a topic.  Through real life case  studies, students also  consider issues surrounding  the misuse and access  rights to personal data. BV  Awareness of the moral  dilemmas created by  technological advances; How  different cultures have  contributions to technology. BV | Links through digital media services with other schools and communities. Highlighting ways to stay safe when using on line services and social media. Being prepared to work with technology to forge new relationships. Discussing the impact of ICT on the ways people communicate.  Preparing the children for  the challenges of living and  learning in a technologically enriched, increasingly interconnected world; BV  Making clear the guidelines  about the ethical use of the  internet; BV  Business contributes to  children’s SMSC Development  through:  the opportunity to consider  a variety of information  relating to real life business  scenarios in order to make  valid judgments.  proportion of the course  investigating the impact of a  businesses action upon  society and the local  community in which they  operate. For example,  students consider the  political, social,  environmental and  technological issues arising  as a result of a business  decision. BV | Exploring human achievements and creativity in relation to worldwide communications. Developing a sense of awe and wonder at human ingenuity.  Understanding the use of  and limitation of automatic  foreign language translators  in the understanding of  other cultures BV  Considering the potential  use of identity cards and  similar systems, to balance  up people’s rights and  responsibilities BV |
|  | We promote spiritual development by... | We promote moral development by... | We promote social development by... | We promote cultural development by... |
| Design Technology | Enjoying and celebrating personal creativity Reviewing and evaluating created things.  Acknowledging government  guidelines for health and  dietary requirements BV | Raising questions about the effect of technological change on human life and the world around them.  Teachers encourage all  students to respect the  rights, opinions and property of their peers. BV | Exploring dilemmas that individuals may face and developing practical solutions to these problems.  Students are encouraged to  work in pairs/groups BV  More able students are encouraged to assist less  able ones, especially during  practical lessons BV  Reflect on the social issues  around food such as price  and income BV | Considering cultural influences on design. Asking questions about functionality v aesthetic.  Students are made aware of  different cultural practices  as they relate to design and manufacturing. BV  Giving the opportunity to  examine cultural differences  in food and diets BV |
|  | We promote spiritual development by... | We promote moral development by... | We promote social development by... | We promote cultural development by... |
| Geography | Using maps, photographs, DVDs and other resources and asking pupils to imagine what it might be like to live in different parts of the world. Making links with history when exploring the environment and speculating on why the landscape is as it is. Comparing their lives with people living in other countries or other parts of the UK.  Awareness of religion by  Looking at different countries eg Nigeria Islamic and Christianity.  How cities can be shaped by religion eg Leicester.  Geography inspires awe and  wonder at the natural world.  Opportunities are given for  reflection on the stewardship  of our environment. BV | Considering how people treat the environment; posing questions such as, ‘How are we changing our surroundings – are some things for the better and others for the worse?’ Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?  Yr8 sustainability in SE Asia – palm oil impacts due to our demand.  Yr9 resource reliance – food waste.  Through geography pupils can  explore local actions within the  global context. Issues of  justice, fairness and  democracy are central and can  be debated in terms of pupils’  own experiences as well as  using geographical issues as  contexts BV | Providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally. Considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism.  Impact of litter in our school.  Yr9 trainer game.  Use of PMEs.  Geography involves the study  of real people in different  societies. Pupils develop a  sense of identity and  community. Opportunities are  given for pupils to interact with  the local community. BV | Exploring cultures that have had, and still have an impact on the local area.  Look at cultures across the world.  Variety of African countries looked at in Yr9.  Areas of Asia and Middle east to explore ways people live.  Break down stereotypes of countries to understand change in cultures.  Geography provides  opportunities for students to  explore the social and cultural  characteristics of societies.  Given the international nature  of the student body there is a  great deal of scope within this  subject. BV |
|  | We promote spiritual development by... | We promote moral development by... | We promote social development by... | We promote cultural development by... |
| History | Considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066? Looking at local history and investigating the reasons why there is a landmark, building or museum. Speculating about how we mark important events from history and the people who shaped them.  In Yr7 we look at how religion had impact on the history of the UK. | Exploring the results of moral decisions in the past Considering some of the characteristics of people who have had an influence (positive or negative) on others. What have others done to stop injustice.  Going beyond the facts and asking students to make hypotheses and pose questions such as ‘what if…?’ ‘what would have turned a tragedy into a triumph?  In Yr8 we look at the impact of the British Empire and the questioning of this.  Slavery.  Moral education in History  involves pupils being  encouraged to comment on  moral questions and  dilemmas. History is a story of  right and wrong and pupils  develop the ability to  empathise with the decisions  which ordinary people made at  the time, based on their historical situation. BV | Giving the trigger for discussions about how groups and communities organised themselves in the past. Considering questions about social structure in the past.; for example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don’t get a fair deal? Encouraging students to talk to their parents and grandparents; for example, when learning about World War Two.  Social education in History  encourages pupils to think  about what past societies have  contributed to our culture  today. Pupils own social  development is encouraged  through working together and  problem solving. History also  has a role to play in helping  people to express themselves clearly and communicate better. BV | Making of UK in history, study of Stuarts, British rule India, USA  Exploring local history and under researched history and history around us. Investigating how culture is shaped by history, exploring the ‘cultural heritage’ and in particular the Christian influence on British culture. Celebration of significant national events eg Remembrance Day.  Black history month assemblies and competition.  Cultural education involves  pupils developing a better  understanding of our  multicultural society through  studying links between local,  British, European and world  history. BV |
|  | We promote spiritual development by... | We promote moral development by... | We promote social development by... | We promote cultural development by... |
| MFL | Exploring the beauty of another language. By exploring the way language is constructed, has evolved and its links with English. Cultural diversity.  In MFL lessons, students explore various Francophone and Hispanophone countries.  Eg Yr 9 Spanish students explore the city of Barcelona and yr 7 students study Kirikou et la Sorciere which is a Francophone west African village.  Students can experience other languages and cultures on our 2 trips to Barcelona and Cote d’Opale.  Students are encouraged to express their opinions on:  My studies  Education and future plans  Travel and tourism  Relationships with family and friends  Free time and interests  The study of Modern Foreign  Languages is replete with  opportunities for the  spiritual development of  pupils. MFL lessons are designed as very effective  tools for impressing upon  pupils the reality of the  existence of a much bigger  world around them to  ponder over and to discover.  This realisation impacts on  and expands their range of  thinking. For example, by  learning about the  population of people that  speak the languages that  they study, pupils begin to  reflect on the vastness of  the universe. French and  Spanish course books  contain information that  makes pupils reflect on, and  understand the beliefs and  social traditions of other  people. Progress in speaking  activities in MFL trains  pupils to stand out from the  crowd and challenges the  way that they perceive their  own individual identity.  Activities like role plays,  reading and listening to  authentic materials are  known to create a longing in  pupils to experience the  realities of life in target  language countries within  the global human context.  BV | Helping pupils to have an accurate and truthful understanding of another culture, including the opportunity to visit France/Spain.  Through the curriculum, students explore:  Travel  Social media and new technology  Theatre company Onatti Productions visits to perform for all Yr9 and 10 students with native speaking French and Spanish actors.  The study of MFL presents  pupils with an opportunity to  view attitudes and values  that shape the template of  their own moral development through a  broader spectrum and to  question that own moral  reality. It allows them to  judge, define and appreciate  their own moral or ethical  orientation. Through annual  residential visits to the  target language countries  and reading authentic  learning materials, pupils  are able to overcome  stereotypes to achieve a  deeper sense of right and  wrong, and empathy, which  pre-disposes them to adjust  accordingly as good global  citizens. BV  Many modules and topics in  MFL require pupils to convey  either in speaking or writing  their own position regarding  moral issues that arise in  discussions around such  topics as relationship of  teenagers with parents,  responsibility towards the  environment, smoking,  pollution, etc. Group work  with pupils from different  moral backgrounds inform  and helps to shape the  moral development of the  entire group. BV | Learning the skill of communicating in different ways. Exploring different social conventions e.g. forms of address.  Students develop strong communication through regular oral practice.  Students work collaboratively in pairs and groups and learn via a variety of interactive games.  Through the curriculum, students explore:  Charity and voluntary work  Healthy/unhealthy living  The environment Poverty and homelessness  Language learning helps to  re-discover and develop  skills which are really vital  for day to day  communication and exposes pupils to a vast array of job and career prospects through higher  education. BV | Appreciating the language and customs of others. Exploring the literature and culture of other countries. Taking part in visits or other cultural occasion.  Our visits abroad include activities beyond those of a typical family holiday to increase cultural capital including:  Paella cookery class  Baking course in a boulangerie  Visit a snail farm  When term dates permit a morning in a French/Spanish school.  European Day of languages.  French and Spanish cuisine in the school canteen.  Tutor time competition to explore cultural and linguistic diversity of Manor High staff.  Film studies of films including:  Coco (Day of the Dead)  Kirikou  Voces inocentes (San Salvador Civil War)  Les Choristes  The study of MFL offers  pupils the opportunity to  travel to French and  Spanish-speaking countries.  It broadens their cultural  base and breeds a new  sense of belongingness,  which makes pupils feel as  part of a new community.  The ability to understand  and communicate in other  languages is, first and  foremost, a linguistico  Cultural reality which is  increasingly important in the  English society and in the  global economy. Languages  contribute to the cultural  and linguistic richness of our  society, to mutual  understanding, to  commercial success and to  international trade and  global citizenship, all of  which in turn, lead to  personal fulfilment. As  culture is defined as the  total way of life of a group or  people, the curriculum  content of MFL can only be  understood against the  background of the culture of  the target language  countries from which it  cannot be easily divorced.  For this reason, teaching  and learning in MFL never  ceases to appear like an  exercise in subtle  comparison of cultural traits.  BV |
|  | We promote spiritual development by... | We promote moral development by... | We promote social development by... | We promote cultural development by... |
| Music, drama | Allowing students to show their delight and curiosity in creating their own sounds. Making links between their learning in literacy (or other curriculum area) with music being played as background. Considering how music makes one feel and can ‘move us’ deeply. Looking at the role of sacred and secular music and the use of music for occasion.  Interest in other peoples feeling and emotions in our individual responses to music.  Performing Arts provides an  individual and collective  experience that contributes to a pupils’ social development.  Through group collaboration  pupils develop social skills as  they realise the necessity of  pooling ideas, then selecting  and developing them with a  large degree of co-operation  and mutual agreement.  Similarly, a performer requires  the ability to accept their  appropriate place in the group,  whether it is the solo or a  supportive role. They should  also be aware that they have a  responsibility to the rest of the  group and must not let them  down.  All creative and  performing arts provide the  opportunity to explore and  express ideas and feelings.  Throughout this process,  students will develop their  ability to identify, listen to,  understand and respect the  views and values of others in  discussion. BV | Exploring how music can convey human emotions such as sadness, joy, anger… Appreciating the self -discipline required to learn a musical instrument.  Audience – respect the performers.  Emphasise the importance of effective group work and how to treat others – rehearsals.  Performing Arts, involves  pupils expressing their own  response to moral dilemmas and emotions. They can  appreciate the work of  practitioners in expressing  unfairness, injustice and in  celebrating the victory of good  over evil. Encouraging critical  discussion in response to  challenging art, drama and  music will be an integral  process in learning and  development. BV  Encourage respect for  others BV  Encourage respect for a  whole range of music BV  Encourage respect for  instruments BV  Encourage respect for the  music rooms/practice  rooms BV | Exploring how an orchestra works together. Discussing What would happen if musicians in a band/group didn’t cooperate. Appreciating how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.  Working in small groups/pairs/class to create music. Encouraging performance to their peers, developing confidence. Appraising the work of other students, giving appropriate WWW/EBI.  Providing opportunities for students to join ensembles and work with others from a wide variety of backgrounds.  Group work in drama encouraging interdependence in rehearsal process.  Encourage class/group  collaboration on musical  projects BV  Create a sense of  community BV  Celebrate successes, both  in and out of school BV  Interact with the community  through occasional  comments, events or visits  BV | Giving all students an opportunity to learn a musical instrument and to take part regularly in singing. Encouraging students to listen and respond to traditions from around the world. Appreciating musical expression from different times and places, including our local traditions of Brass Band music. Learning to recognise music from other cultures and learning songs in other dialects. Looking at the future of music with music technology.  Enrichment opportunities, concerts and theatre.  Exploration of texts, famous works, playrites and composers – our cultural heritage.  Performing Arts involves  students developing an  aesthetic appreciation of the arts drawn from a wide variety  of traditions with a diversity of  genres, forms and purposes.  Pupils have an opportunity to  explore aspects of their own  culture and begin to recognise,  and appreciate, differences in  music, drama and art from  different times and places.  They can also begin to make  connections between different  cultures. BV  Respect diversity in music  BV  Respect the musical  heritage of different cultures  and learn to play the music  of other cultures BV  Gain an understanding of  British and World Musical  Heritage (classical, folk and  popular) BV |
|  | We promote spiritual development by... | We promote moral development by... | We promote social development by... | We promote cultural development by... |
| PE | Delighting in movement, particularly when students are able to show spontaneity. Taking part in activities such as dance, games and gymnastics which help students to become more focused, connected and creative. Being aware of one’s own strengths and limitations.  Enrichment opportunities eg trips to Leicester Riders, St Georges Park. | Developing the Olympic Values of:  Self respect  Perseverance  Honesty  Teamwork  Passion  Developing positive sporting behaviour.  Sportsmanship quality in lessons and extra-curricular activities and events.  During performances or demonstrations, audience display respect.  Pupils are also able to  understand the rules of  activities and the reasons  why they need to abide by  them and understand what  fair play is. BV | Developing a sense of belonging and self esteem through team work. Developing a sense of community identity through taking part in inter-house and inter- school events.  Promotion of sports leaders and captains (Yr9/10).  Support primary sport.  Curriculum intent – attitudes, eg resilience.  OAA unit of work develops team work, leadership and communication.  Working as a team in Sport Education units of work to develop a sense of belonging.  Activities include both single sex and mixed gender sport in order to develop a respect for others.  Pupils are given the role of a  coach or leader to develop  their social skills in co-operation, communication,  commitment, loyalty and  team work. BV | Learning about the history of sport, and where sports originate from. Making links with national and global sporting events such as the World Cup and the Olympics. Exploring rituals surrounding sporting activities.  In dance, we explore ‘the Hakka’ as a traditional Maori dance (Yr7).  In Yr8 we study the ‘Carnival de Paris’ as a stimuli for dance.  Black History month celebrate Black athletes.  Celebrate LGBTQ athletes.  Cultural education in PE  means pupils are given the  opportunity to learn games  from different traditions,  including their own as well  being able to appreciate the  differences between male and  female roles within sport. BV |
|  | We promote spiritual development by... | We promote moral development by... | We promote social development by... | We promote cultural development by... |
| RE | Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. Asking and responding to questions of meaning and purpose. Considering questions about God and evaluating truth claims. Exploring spiritual practices such as worship and payer, and considering the impact of these on believers and any relevance to their own life. Islamic and Christianity creation and environment. War of peace and conflict.  All units encourage students  to consider and respond to  questions of meaning and  purpose in life, and  questions about the nature  of values in human society  BV | Exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad, Investigating the importance of service to others in Sikhism, Hinduism and Buddhism, Islamic and Christianity. Exploring religious perspectives and responses to evil and suffering in the world. Asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur, Christian salvation story.  Yr9 philosophy and ethics.  Moral education in RE  allows pupils to learn about  shared and differing moral  values. BV  RE allows pupils to debate  moral dilemmas about right  and wrong, good and bad,  peace etc. BV  RE allows pupils to discuss  issues such as people’s  responsibility towards the  world and future  generations. BV  Through RE pupils have the  opportunity to make a  personal response to right  and wrong and to consider  other peoples’ responses to  moral issues. BV  Religious Education lessons  enable us to make a link  between our own faith to our sense of morality. BV  All units encourage students  to consider and respond to  areas of morality using their knowledge and  understanding of religious  and ethical teaching. This  enables students to assume  informed and reasoned judgments on moral and  ethical issues BV | Exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence acceptance and engagement with fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Asking questions about the social impact of religion.  Discussing views on religion wide ideas.  Social education in RS  involves celebrating our own  faith, exploring similarities  and differences in religions  and cultures through which  pupils should begin to link  religion to personal action in  everyday life. BV  This is reflected in their  relations with others in the  classroom and their ability  to work together co-operatively. BV  All units encourage students  to develop their sense of  identity and belonging,  preparing them for life as  citizens in a plural society. BV | Exploring similarities and differences between faiths and cultures. Engaging with text, artefacts and other sources from different cultures and religious backgrounds developing understanding and respect for different faiths and cultural diversity.  Links across: Islam, Bhudism, Christianity and Hinduism.  Celebrations of celebrations.  Cultural education in RE  involves learning about  other religions, giving pupils  an opportunity to learn what  it means to belong, to  develop confidence in  themselves and be able to  respond positively to  similarities and differences  in our multi-faith and  changing society BV  All units foster students’  awareness and  understanding of a range of  beliefs, practices and values  in their own society and in  the wider world. Students  explore issues within and  between religions and  develop their understanding  of the cultural context within  which they live. BV |