**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. BVDiscussing 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. BVDiscussions 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. BVThe 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 ShakespeareThe 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. BVTeaching 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 worldStudents 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. BVIn 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. BVMathematics 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.AstronomySometimes 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. EcologyGeneticsHaber processStem cell researchScience weeksImpact 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 debateGenetic engineeringDrug testing | Asking questions about the ways in which scientific discoveries from around the world have affected our lives.Working scientificallySTEM Science weekIt 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. BVWe 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. BVThis 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 SafetyExploring 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 BVICT helps pupils to explore aspects of real and imaginary situations and enables them to reflect on the possible consequences of different actions and situations BVInvolves 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. BVThe 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. BVAwareness 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; BVMaking clear the guidelines about the ethical use of the internet; BVBusiness 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 BVConsidering 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 BVReflect 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. BVGiving 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 byLooking 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, USAExploring 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 studiesEducation and future plansTravel and tourismRelationships with family and friendsFree time and interestsThe 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:TravelSocial media and new technologyTheatre 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. BVMany 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 workHealthy/unhealthy livingThe environment Poverty and homelessnessLanguage 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 classBaking course in a boulangerieVisit a snail farmWhen 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)KirikouVoces inocentes (San Salvador Civil War)Les ChoristesThe study of MFL offers pupils the opportunity to travel to French and Spanish-speaking countries. It broadens their culturalbase 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. BVEncourage respect for others BVEncourage respect for a whole range of music BVEncourage respect for instruments BVEncourage 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 BVCreate a sense of community BVCelebrate successes, both in and out of school BVInteract 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. BVRespect diversity in music BVRespect the musical heritage of different cultures and learn to play the music of other cultures BVGain 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 respectPerseveranceHonestyTeamworkPassionDeveloping 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 REallows pupils to learn about shared and differing moral values. BVRE 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. BVReligious Education lessons enable us to make a link between our own faith to our sense of morality. BVAll 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. BVThis is reflected in their relations with others in the classroom and their ability to work together co-operatively. BVAll 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 REinvolves 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 |