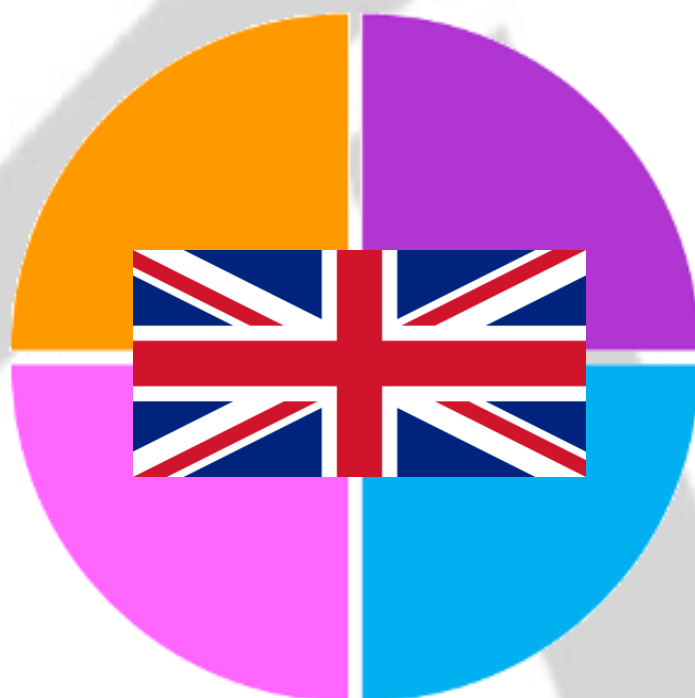




Social Moral

Spiritual Cultural

**Development of Students and
British Values at Arrow Vale**



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SMSC at Arrow Vale Academy

At Arrow Vale we give conscious endeavour to ensure that we develop students moral, social, cultural and spiritual selves. This underpins all that we do, formally and informally, in the curriculum and beyond, as members of our community. The aim is to ensure students have conscious understanding of themselves, and that they develop a set of personal values as citizens. As part of the Central Regions Schools Trust we develop these in a family of West Midlands schools with a diversity of situation and intake. Student interactions between the Academies at Gospel Oaks School, Tipton, Sutton Park, Kidderminster, Oldbury Park, Worcester, as well as Ipsley CE, Church Hill, Abbeywood, Arrow Valley and St Stephens in Redditch are frequent. This booklet outlines the inputs across the curriculum and wider that enable a strong development of students' conscious spiritual self, the development of their moral compass, and social and cultural skills, knowledge and understanding. Specifically, we aim to ensure:

Spiritual development:

We are a secular school that puts high energy into developing students' spiritual self. Some people call spiritual development the development of a student 'soul; others as the development of 'personality' or 'character'. For us this is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of students' 'spirit'. Spiritual development is the development on non-material element of the human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. We aim to foster a sense of fun, of reflection, and self-worth through thoughts and actions.

Moral development:

We strive hard to build a framework of moral values for our young people that regulates their personal behaviour and enables them to be role models in school, in the community and in life. It is about the development of understanding of society's shared and agreed values. It is also about developing an opinion about different views. We give and expect respect and care for all in our community.

Social development:

Social development is about young people working effectively with each other and participating successfully in the community. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

Cultural development:

Cultural development is about our students' understanding their own culture and other cultures in Redditch, the west midlands and in Britain as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Our students' cultural development is intimately linked with us ensuring we value our cultural diversity and in our efforts to prevent racism, homophobia and disability discrimination.

Promoting British Values

We aim specifically to ensure, through all that we do, that we proactively take opportunities to promote British values, and explicitly to:

- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

This booklet describes the understanding and knowledge expected of students as a result of schools promoting fundamental British values, and in particular

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.



ART & PHOTOGRAPHY

The art course lends itself to a wide range of Spiritual, Moral, Cultural and Social studies. Students will analyse, engage with and question their own and others work, identify how beliefs, values and meanings are expressed and shared. Students are encouraged to express themselves through their art, which is supported by strong research into the wider world around them. This is reinforced by trips and outings to museums, galleries and field studies that are strongly linked to projects. The department undertakes several extra-curricular activities that enhance the students' experience of the fine arts and its context in the world.

Spiritual development:

The Art and design course is dependent on the students' ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.

- All schemes of work are designed to show progression to enhance self-worth.
- All outcomes are encouraged to show individuality that is purposeful and meaningful.
- Students are encouraged to explore their own ideas and meaning in order to promote self-identity
- We concentrate on building confidence through developing skill sets in each project.
- Independent reflections on own work through self-evaluations.
- Giving students the chance to reflect on nature, their environment and surroundings at GCSE through a Natural Form vs Man Made project, and an Environment project.
- Students are taught to experiment and trust in their own judgements throughout art and design by being given the option of resources and equipment and the freedom to use different media together to improve their creative responses and express opinion.
- Encouraging individuality through student choice in most tasks, especially GCSE and A-level courses
- Visitors from local Universities give students opportunities to discuss future options post 1

Moral development:

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

- Students explore aesthetics- and are given the opportunity to give an opinion as to what looks good and what does not.
- All students are taught to understand and read an artwork in order to relate to a concept or idea that conveys a meaning.
- Students engage with bigger questions surrounding the context of different art and photography pieces and are encouraged to form their own opinions.
- The Landscape project at GCSE and 'Environments' project in Yr12 looks closely at the world in which we live and our influence upon it.
- Opportunities for sixth form to select their own issues to research and represent through their artwork such as domestic abuse and war
- Students are required to give an opinion on others work with justification for their view.
- Taking inspiration from Rankin's 'Destroy' project and using it to stem discussions about self-identity.
- Tackling current issues in photography such as bullying, social media and mental health.

Social development:

Students work is celebrated throughout the school and displayed in many areas. Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community.

- Students discuss a range of artists and artwork, encouraging and developing communication skills.
- Extensive displays of student artwork in the art department and around the school.
- TRICS day Team activities in which students undertake a collaborative project such as the Scrap Heap Challenge.
- Regular group and pair work in photography and art, supporting one another in a variety of projects in order to enhance team working skills.
E.g. Collaborative art panels, large scale work and community projects.
- All year groups give regular peer feedback and assessment.
- Group presentations and critiques in year 11 and sixth form, encouraging communication and peer feedback.
- Students are taught to give and receive positive criticism in order to inform ideas and decisions about their work.
- We regularly undertake Community art projects such as re-conditioning the local bus shelters.
- Art and photography work are shared in Arrow News each term to share students' achievements with the Arrow Vale and wider communities.
- GCSE and A-level work is exhibited at the end of the year to celebrate student achievements.
- Tackling current social issues in photography such as beauty in the media, bullying, climate change, social media and mental health.

Cultural development:

- Throughout the units of work explored Students will develop their knowledge and understanding of artist's ideas and concepts identifying how meanings are conveyed. 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.
- Students engage with, research and discuss artists from different cultures and places around the world.
- Art lessons are influenced by the styles, techniques and materials from different cultures.
- Regular trips to local National Trust properties
- Students are required to research a wide range of artists and link their findings to their own work.
- Trips to London and local galleries and Universities are used to help influence and link to personal projects.
- Students are encouraged to experiment with a variety of traditional and non-traditional art materials and processes.
- Visiting local environments for photo shoots on location such as the Lickey Hills and Birmingham City Centre.
- RSA days – collaborative working day in which students from across the RSA trust participate in producing art works, dance pieces, creative writing, poetry and music.
- Displaying the outcomes from different projects organised by the RSA at other schools in the trust, including a piece about Cultural Identity.
- Field of Jeans – Catalytic Learning project – RSA based project working with Helen Story, Royal Designer, on using an art piece and a fashion dress as a catalyst to students' own ideas for both teaching and learning and school improvement

Art & Photography Promoting British Values

The Art department works hard to enable students to develop their self-knowledge, self-esteem and self-confidence. This is key to the department and has proven to be a strength. Students begin to gain confidence as they learn and develop key skills which then allow them to produce work in which they can express themselves emotionally and creatively. The individual's confidence is evident as their work progresses and culminates in an outcome for display. This when seen by peers and public through the art website, school displays and public exhibitions builds their own esteem and confidence and inspires others to do so. This actively promotes students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

Positive working methods and behaviours are actively encouraged within the classroom. This allows for the students to fully develop their own independent work. We teach students to respect the values and opinions of others by way of being able to express themselves and listen to other's thoughts and opinions without prejudice. The students are encouraged to critique each other's work and respect the opinions of others; taking both the positive and the negative feedback in order to enhance and progress the work, this supports the values of honesty, integrity, respect and tolerance. This is also supporting the students to respect democracy and willingly participate in the democratic process.

Through looking at a wide range of artistic styles and genres, the department encourages students to look at British artists and movements as well as different cultural art forms both nationally and internationally. This is delivered through a variety of projects and tasks and visits to local venues

and historical sites for inspiration, national gallery visits to Tate Modern and Tate Britain and activity days at the RSA. This encourages students fully develop an understanding of their place locally, nationally and internationally as British Citizens, and acquire a general knowledge of some of the public institutions in England.



ASSEMBLIES

Assemblies are delivered as part of the Learning for Life curriculum. The themes and topics within these assemblies are strategically planned and delivered to ensure students are engaged in a broad spectrum of cultures, world events and pertinent safeguarding and wellbeing topics and information. These assemblies are led by members of the Senior Leadership Team, middle leaders, and external visitors. Assemblies are scheduled for every year group once a week with the inclusion of 'Experience Event' assemblies designed to allow students to have an extended and immersive experience engaging in key topics such as preventing Peer on Peer abuse, exploitation, and First Aid lifesaving skills. Each half term, students attend a Year Team led celebration assembly that looks at achievement in attendance, house points, academic success and personal achievement and successes in extracurricular opportunities.

Spiritual development:

In our assembly's spiritual development encourages in our students:

- Self-awareness
- Reflection
- Reasoning
- A sense of enduring identity
- Good relationships
- Co-operation and empathy
- The formation of long-term ideals

Moral development:

Our assemblies have a moral standpoint, and they promote:

- Acceptance of Academy systems, routines and standards
- The acceptance that all adults in the Academy are there to ensure the highest standards are maintained.
- Promoting the self-esteem of students
- Encouraging everyone within the Academy to behave in an acceptable way towards one another and understanding the idea of the consequence of their actions

Social development:

In promoting the social development of our students, our assemblies support:

- The develop skills such as co-operation, collaboration, responsibility, teamwork and showing initiative
- The taking part in as many Academy based activities that are on offer via our Aim higher, Excel and Discovery initiatives.
- The understanding of the rights and responsibilities of all who come to work at RSA Academy, Arrow Vale
- The recognition of the need to live harmoniously in a multi-cultural society
- Effective communication
- Support activities which benefit other such as Children in Need, Age Concern and Redditch Nightstop (Homeless)

Cultural development:

RSA Academy, Arrow Vale promotes cultural development in assemblies through:

- Exposing children to a wealth of stimuli from their own culture and those of others.
- Celebrating visits out of school and welcoming visitors to our school as guests to be treated with courtesy and respect.
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, values, and customs of different cultures.



BUSINESS STUDIES

In Business Studies students are encouraged to develop their Spiritual, Moral, Social and Cultural Education across all lessons. Students are required to use a variety of skills in order to investigate different businesses and be able to make appropriate judgement. Students are encouraged to spend time outside of the classroom in the form of school trips, which encourages the students to explore local and national businesses in order to help enhance their knowledge. Students are encouraged to develop their own opinions and how to justify them to their peers. Helping them to develop a crucial skill for their coursework.

Spiritual development:

Spiritual education in Business at Arrow Vale encourages students to explore topics such as discrimination act which enable students to express their own opinion. Students are encouraged to explore different businesses and challenge the actions that businesses take.

- **Year 10 BTEC TECH LEVEL ENTERPRISE:** Students are expected to plan and run their own business. Students think creatively about what types of businesses they are interested in and then use business theory to make the business a success.
- **Year 11 BTEC TECH LEVEL ENTERPRISE:** Students visit different businesses and compare the qualities that have made the entrepreneurs that have started these businesses successful. Students need to think critically about the types of characteristics and skills a person needs to be an effective entrepreneur.
- **Year 12 BTEC NATIONAL BUSINESS:** Students complete a self-evaluation using psychometric testing to help them find out more about themselves, this also gives them the language that will enable them to speak to others about their strengths and areas for development effectively.
- **Year 13 BTEC NATIONAL BUSINESS:** Students complete an external assessment where they are required to look creatively at marketing and the ways that it is used within a business.

Moral development:

Moral development in Business at Arrow Vale requires students to draw conclusions using observations, evidence and case studies to support this.

Students explore the issues surrounding misuse of information in order to make a justified judgment.

- **Year 10 BTEC TECH LEVEL ENTERPRISE:** Students learn about the ethical implications

of running a business and how ethics can impact on the decisions that you make as a business owner.

- **Year 11 BTEC TECH LEVEL ENTERPRISE:** Students learn about how financial decisions can impact a business and how this can change the aims and objectives for a business in order to ensure success.
- **Year 12 BTEC NATIONAL BUSINESS:** Students investigate a charity and look at how these businesses compare to a profit-making business. Students explore the functions of a charity and how these aims, and objectives effect the way that the business is run.
- **Year 13 BTEC NATIONAL BUSINESS:** Students learn about how legislation has changed the way that businesses can promote the goods and services that they sell. Students will investigate trading legislations such as the Sale of Goods Act and also copyright legislation.

Social development:

Social education in Business at Arrow Vale gives students the opportunities to develop their team working skills through collaboration work and research. The students also explore the concept of teams and roles that individuals must play and how this can impact a business.

- **Year 10 BTEC TECH LEVEL ENTERPRISE:** Students are expected to plan and run their own business. Students work in groups to plan and 'pitch' their ideas, being clear about the reasons for their choices. Once planned, students need to work together to have specific roles that will enable them to run a successful business.
- **Year 11 BTEC TECH LEVEL ENTERPRISE:** In the second year of the course students complete an external assessment. Within this component students will have the opportunity to work together in order to improve their knowledge and skills through group work and peer feedback.
- **Year 12 BTEC NATIONAL BUSINESS:** Students work together in groups in lessons to develop their understanding of business concepts. We also provide opportunities for students to take part in competitions that support group working.
- **Year 13 BTEC NATIONAL BUSINESS:** Students research businesses and the ways that they market themselves in groups and share their findings to develop their responses to exam questions.
- **Year 13 BTEC NATIONAL BUSINESS:** Students research businesses and the ways that they market themselves in groups and share their findings to develop their responses to exam questions.

Cultural development:

Cultural education in Business at Arrow Vale involves trading internationally and the barriers to this. Students are also actively encouraged to go on visits to explore local businesses and also larger multinational businesses such as Barclays. Students also investigate the changes within society on both and local and national level.

- **Year 10 BTEC TECH LEVEL ENTERPRISE:** Students investigate two businesses to compare. They use their research to draw conclusions about the culture of businesses and those people that start them.
- **Year 11 BTEC TECH LEVEL ENTERPRISE:** Students learn about the impact of external and internal factors on businesses and the society in which they operate. An example

would be students learning about the impact of a change of government on the way that a business operates.

- **Year 12 BTEC NATIONAL BUSINESS:** Students investigate the external factors that impacts on a large organisation that trades within Europe. Students will independently research the ways that a business can mitigate for issues that arise with changes to external influences.
- **Year 13 BTEC NATIONAL BUSINESS:** Students learn about their attitudes and societies attitudes to money. Students are encouraged to think about money management and what effective money management techniques are.

Business Promoting British Values

Fundamental British values are promoted at Arrow Vale throughout the Business Studies curriculum, specifically surrounding the innovation and service businesses that form the backbone of the UK economy. Fairness and equality are focused on when studying UK law for both health and safety and equality in employment. Students explore the effects on British businesses from these and other UK legislation, while also examining how these laws affect and protect employees in Britain.

A certain focus is also given to British innovators and entrepreneurs who have contributed to the lives of British people and served as role models for the nation. Figures such as Alan Sugar and James Dyson are used as examples of British independence and perseverance, as well as their contribution to British history. External trips to successful British businesses (e.g. Jamie's Farm and Churchfields Farm) also encourage students to consider the contribution to the UK economy and working standards, while the study of small local businesses in BTEC assessments instils the idea of community.

Further emphasis on the importance of a democracy within the UK and within the wider world is explored through internal and external assessments where students will investigate the UK's role within the EU. There is onus on legislation within both the UK and the EU, and how this can affect businesses that operate domestically and export internationally.

The freedom to explore and express your own ideas in Britain is also examined in the Business Studies curriculum when looking at the support offered to young entrepreneurs when starting a business, in the form of government grants and support for start-up businesses. This idea of individuality and the aspiration for personal achievement is a fundamental British value which underpins the attitudes of young people in our modern society.



DESIGN TECHNOLOGY & ENGINEERING

Students' Social Moral Spiritual & Cultural is developed in Design Technology and Engineering in several ways. We believe that in educating our students to think about the impact of their designing and making on the environment and people. Sustainability and the clear understanding of how this is applied to designing new products are paramount if we are to protect the world's natural resources. Students are also expected to grow and develop a sense of social responsibility, mutual respect and care for each other through our teaching of behaviour self-regulation. We expect students to influence the behaviour of others around them by encouraging a confidence to challenge each other when standards fall below our collective expectations.

Mutual respect is engendered through the process of peer evaluation of each other's work and standards. We empower students to take criticism positively and to articulate their views in a respectful and sensitive way. We support this through the celebration of human fallibility as a motivator to learn and succeed. We support students search for Meaning and Purpose through encouraging creativity in projects and challenge them with the fundamental question, How will my designing benefit humanity? Students draw upon a variety of sources for inspiration. Many of these are natural but true creativity comes from the freedom to explore within more open-ended projects. Equal Opportunities: Is Taught through collaborative and team learning. Valuing contributions and celebrating these as well as outcomes. We try to instil in students that the journey is more important than the outcome because that is where true understanding is gained

Spiritual development:

Spiritual development is of a very high importance in Design Technology and Engineering. The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn breeds a self-confidence and belief in their abilities. It also challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome. Within our schemes of work, we seek to develop these.

- **Year 9:** students get a great sense of enjoyment from creating products in the areas of Design Technology, Product Design, food & textiles. The fun element of making, testing and evaluating using new skills gives students opportunities to challenge themselves and discover talents they were unaware of.
- **Year 10 – Design Technology & Engineering:** Working with a diversity of materials to create products through cutting shaping & forming them. Creating products using a variety of machinery and equipment creates an excitement and a sense of real achievement.
- **Year 11 – Design Technology & Engineering:** The major design & make project engages

students. Students learn to be resilient and must manage a range of emotions throughout the project. Students learn a lot about their own character and develop key attributes needed to see a long project through. The sense of pride in the journey they have taken at the end of the project is evident.

- **Year 12 & 13- Product Design:** Students gain a great deal of spiritual development through working with Royal Designers for Industry on enrichment projects. This sets real life experiences and challenges the students to 'dig deep' within themselves to solve real problems with a significant outcome.

Moral development:

In design technology and Engineering we seek to develop a sense of '**moral conscience**' in our students, through focusing upon the moral dilemmas raised in designing and making new products. We teach students to understand the wider impacts on the environment when designing and making new products and expect them to consider carefully the materials & components they will use when designing and making. We encourage sustainable thinking through the active application of the '6 R's' and to highlight the impact on environmentally sensitive areas of the world.

- **Year 9 Sustainability:** Students are taught about the moral choices facing designers & manufacturers when deciding on materials. Students use the six 'Rs' of sustainability to understand and apply ways of conserving the earth's resources. Focus on recycling in food and how to manage portion sizes to minimise waste helps students to connect with the dilemmas of those who do not have an abundance of food.
- **Year 10 – Design Technology & Engineering:** Students are taught about the moral dilemmas created by technological activities. Through discussion students look at the wider implications of using materials from non-renewable sources. Students do at least one project using recycled materials for example; a decorative book end made from recycled mahogany science bench tops. They also must justify the selection & use of materials in projects
- **Year 11:** During the major project students must consider the use of CAD/CAM in designing and making products and the benefits and impact of CAD/CAM on skills and traditional craftsmen can they co-exist? In the lighting project students debate and justify the selection of light sources chosen and the ecological benefits of using low energy solutions.
- **Year 12 & 13 - Product Design:** Students complete a whole unit on sustainable design and inclusive design. This challenges the students to understand that when designers design products they must consider all potential users including disabled users.

Social development:

Social development is a key feature of all design & technology lessons. We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. We encourage students to give each other reminders when standards fall short of the collective expectation. This establishes and maintains a safe, secure, learning environment. We place an emphasis on developing the ability to work with other and to accept each other's unique personality. We encourage effective conversations about the work we do through self & peer

evaluation, and to give and accept constructive criticism as a vehicle to improve students learning outcomes.

- **Year 9:** Within the areas of Design Technology, Product Design, food & textiles students are given opportunities to work in small teams and pairs to solve design problems. By peer assessing work they learn from each other and are taught to articulate their ideas through combining drawing, discussion and writing.
- Students are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment. They are taught to challenge each other's behaviour or practices if they fall short of the collective expectations of the group
- **Year 10 – Design Technology & Engineering:** Throughout the design & make activities students are taught the skills of critical evaluation of each other's work. Students are taught to give and accept constructive criticism as a basis of improving their learning outcomes. This takes the form of evaluating techniques & skills as well as design work and prototype modelling.
- **Year 11- Design Technology & Engineering:** As part of the major project students are required to actively comment upon initial design work. Students are taught how to justify improvements they are suggesting to other's designing and to communicate this effectively in a formal session
- Softer social skills around working in a socially dynamic learning environment with the finite resources and equipment. Students are taught the importance of negotiating an order of usage for machines and equipment and to consider priorities of each other to establish a workable 'pecking order' to access tools & equipment. Regular and informal discussion and debate between students about design work is encouraged as this
- **Year 12 & 13 - Product Design:** Students work increasingly in teams to debate assignments. They are taught the social skills to enable them to be able to interact effectively with design experts. Students will take roles of responsibility when experts visit and are given opportunities to communicate with experts through forums. The RDI projects are a great example of this in action.

Cultural development:

We develop wider **cultural** awareness in design & technology through projects that have a connection with our past **heritage** and how our industrial routes have shaped our nation. We seek to expand student's knowledge of other cultures influences on design and manufacture including an increasing awareness of the influences digital manufacturing developments from other countries is having on the designing and making of products that we use.

Year 9:

- **Design Technology:** Students study iconic bridges and connect with the work and influence of Isambard Kingdom Brunel
- **Food:** Students look at cultural influences on the food we cook and the diversity of ingredients available for us to cook with. They also learn about staple foods of other countries.
- **Textiles:** Investigate and use shape form and images from other cultures to influence their designing. And learn a range of techniques to create pattern & texture for example tie dying

Year 10 - Design Technology & Engineering: Students are taught about the culture of designers and their impact on consumers and their influence on other designers. Students study the work and influence of Phillippe Starck and Ross Lovegrove. They are asked to understand their design

philosophies and in the case of Phillippe Starck asked to reflect his style and philosophy in the lighting design project in Year 11

Year 11- Design Technology & Engineering: Students are expected to apply their knowledge of Phillippe Starck to their lighting design. Students look at the role of digital manufacturing and its influence on society. This leads them to understand countries who are at the forefront of digital manufacturing and the influence they are having on products bought across the world.

Years 12 & 13- Product Design:

Students are taught to understand how products have developed over time with the influence of technological advances. They 'timeline' the developments of a product such as the mobile phone, motor car or iPod and look at the key advances in manufacturing, materials and/or electronic technologies that have developed the product over time. They are also taught to look at the influence these products over time on user's lives and how they have transformed some cultures.

Design Technology & Engineering Promoting British Values

The opportunities for students to develop their self-esteem and self-confidence are richly embedded in the open-ended projects given to students at all key stages. The projects allow students to discover themselves through encouraging creative and innovative solutions to design and make problems. The element of experimentation with ingredients, materials and components allow a journey of self-discovery that promotes independence.

Students are encouraged to accept responsibility for their own actions through the concept of self-regulation. Furthermore, they encouraged to show initiative in proactively managing the behaviour of others within practical areas through actively challenging each other when unsafe and dangerous behaviours emerge. This builds a sense of community within the students and a desire to look after each other.



ENGLISH & FILM STUDIES

The English Department are proud to offer a range of Spiritual, Moral, Social and Cultural experiences through English lessons and extra-curricular activities. Visits to the theatre, Ypres in Belgium, lectures in London, and The Hive in Worcestershire extend spiritual, moral, social and cultural appreciation and understanding of society. Students express their creativity and understanding of other cultures through their study of literature and non-fiction texts. Competitions and clubs are offered to allow students to develop and showcase their skills, knowledge and experiences through SMSC in English.

Spiritual development:

- English Y9 'A Christmas Carol' and 'Macbeth'
- Y10 and Y11 Poetry: Power and Conflict
- English Y12 Poetry and Prose: Love through the ages.
- English Literature and Book Clubs (open to all years)
- English Language examinations: viewpoint and perspective.
- English Y9 - 13 visit the Rep Theatre in Birmingham
- English Y9 - 13 visits to RSC in Stratford Upon Avon
- English Y12: Sixth Form Study Day in Stratford Upon Avon
- Live Streaming of Shakespeare
- Y9 Reading Anthology: Developing and promoting a love of reading
- Y9—Y10 Accelerated Reading

Moral development:

- English Y9 Shakespeare unit 'Twelfth Night': Exploring choices made and moral values
- English Y10 - Y11 Poetry Power and Conflict: WW1 conflict; race and gender; prejudice and discrimination
- English Y10 and Y11 'Macbeth'
- Film Studies Y10, Y11 and Y12 how different genders and cultures are represented in the media
- Film Studies Y10 visit to BBC to see making of radio serial drama 'The Archers'
- English Y12 The Great Gatsby and King Lear: Social values and moral decisions in historical context and compared with contemporary society
- English Y12 & Y13 - Othello - exploring prejudice and morality.
- English Y12 Shakespeare theatre trip: Exploring key moral debates
- English Y13 WW1 poetry and prose: Social and moral values in historical context and

compared with contemporary society

- English Y10 & Y11 An Inspector Calls: Exploring morality
- English Y10 & Y11 A Christmas Carol: Good morals for generosity and charity
- Film Studies Y12: Mental Health Project

Social development:

- English Y10 – Y11 Poetry Anthology ‘Power and Conflict’
- English Ys 9 – 13 Speaking and Listening: Group discussions and presentations; drama role play and hot seating ‘team learning’
- English Y10 Spoken Language Assessment: Individual presentations
- Film Studies Ys 12 and 13 media industries and workplace
- English Y12 and Y13 – King Lear, The Great Gatsby - theme of irreconcilable differences ‘social values’
- English Y9, Y10 and Y11 – A Christmas Carol, An Inspector Calls - social values; theme of power within society
- Film Studies Y10 cinema trips
- Theatre Trips for all years
- English Y9 - Y11 ‘An Inspector Calls’ and ‘A Christmas Carol’: Exploring social classes
- English Literature and Book Clubs

Cultural development:

- World Book Day
- English Y10 & Y11 Power and Conflict Poetry to include poetry from other cultures – understanding different experience and cultures
- English Y10 media and non-fiction – how different cultures are portrayed in media texts
- Film Studies Y12 how different cultures are portrayed in media texts
- Media Y12 media changes over time and new technology
- English Y12 ‘The Great Gatsby’, ‘Othello’ and ‘King Lear’: Historical, social and cultural context of each novel including imperialism and race
- English Y12 & Y13 historical, social and cultural context of a range of texts from a range of literary periods covering theme of love.
- Film Studies representations of different groups in the media
- Film Studies Influence of advertising
- Library visits to the Hive in Worcester
- Author meets
- University visits / Study days
- Film Studies Y12 Mental Health Project

English & Film Studies Promoting British Values

A range of texts and topics studied as part of the English curriculum here at Arrow Vale lend itself to promoting our fundamental British values. Fairness and equality are explored within units and

scheme of work studied at Key Stages 3 and 4. Here, students discuss the social and moral implications of racial, social and gender prejudice found within a range of literary texts and the overall fairness of societies. Students are also exposed to texts from literary heritage. This allows students to appreciate British writers who have contributed to the great works of our heritage. Power and Conflict poetry and other war literature studied through Key Stages 3, 4 and 5 enable students to reflect upon important sacrifices made with British history. Embedding student understanding around the importance of living in a democracy is developed with enrichment experiences. The department undertakes several extra-curricular activities which enhance student confidence and their sense of belonging as members of our school society; key factors which underpin our British Values.



FOOD & NUTRITION

Subjects in food and nutrition are heavily focused on people - the focus on service to customers and the communication between individuals and as a team – and the relationships that needs to be built for this to work is of high importance. Therefore, food and nutrition are a subject which is well equipped contribute to students’ Spiritual, Moral, Social and Cultural education. In every lesson, students are expected to consider the needs and experiences of themselves and others, or come up with their own personal responses to events or dilemmas which prepares learners to take into account the diverse array of beliefs and cultures that they will encounter every day – both inside and outside of school life. Food and nutrition equip learners with the knowledge, skills, attitudes and values necessary for their futures as citizens as well as professional employees and ensures they, as young people, can be part of a vibrant, cohesive society.

Spiritual development:

Spiritual education in food and nutrition ensures that students achieve their best in a creative and innovative way. The freedom to adapt recipes and create unique, innovative products excites the students and enables them to ensure that their work reflects their individual personality and creates their own unique twist. Adapting, making and evaluating products unlocks the creativity of our students and creates a sense of challenge, pride and self-fulfillment.

Year 9: Students investigate nutrition and the issues surrounding this, including body image and dietary related diseases related to health. They investigate food choice and how beliefs, values and religion are a major factor in this. They reflect on their own beliefs and values and how this affects their own food choice. Students will look at food choice, the factors that affect their food choice and the importance of shopping local where possible.

Year 10: Macmillan Coffee Morning: Students get involved in producing treats to sell to staff and other students to raise money for a worthwhile cause. Students in Year 10 study different food commodities and make a range of food products that they can adapt to suit their own tastes. Students use their creativity to their full potential and are filled with pride when they complete these lessons.

Year 11: In Year 11 students use their imagination and creativity, as well as reflection on previous experiences to complete their NEA 1 and NEA 2. They have free choice to prepare and make products in a set time frame, which is challenging, but immensely enjoyable. They learn about the different food choices around the world, as well as the cooking methods

Moral development:

In food and nutrition, we seek to develop a moral conscience in our students through working with key moral issues surrounding the sourcing, preparation and cooking of food. We encourage students to work with one another as a team, particularly with others that they may not ordinarily work with to complete activities and to guide each other on topics such as presentation, safety during preparation and cooking and storage of food. This prepares the students for the world of work in which they will have to communicate and work with a diverse range of people. Students are taught how to keep themselves, as well as others safe when using equipment which may pose a danger or when cooking food for themselves and their families.

Students gain an understanding of the moral dilemmas surrounding food that we as a society must take into consideration, including animal slaughter and health, hygiene and safety. Students are taught that is the passion of the chef to ensure that food is served to a high standard, but that they have a moral responsibility to ensure that food served is safe to eat. During practical lessons, students are taught to be resourceful and encouraged to reflect on the impact they, as consumers, have on the environment.

- **Year 9:** In this unit, students investigate Fair Trade, what is it, what products we can purchase which are Fair Trade and why consumers choose to do so. They design a poster explaining why we should support Fair Trade when buying exotic produce and produce a Pineapple Upside Down Pudding using Fair Trade pineapples. Students also design and make products in which they must use locally sourced, British produce and use ingredients which are in season. Students will complete a lesson on sustainability. Within this lesson they calculate 'food miles' of products used from previous practical's and suggest ways to ensure a more eco- friendly, sustainable lifestyle.
- **Year 10:** In the meat unit, students discover how meat is raised and prepared for slaughter. They reflect on their own feelings and emotions about this and debate the positive and negatives of the meat production process. They reflect on their own opinions of this and consider reasons why some people make the life choice to become vegetarian and issues surrounding animal welfare.
- **Year 11:** Within the sustainability unit, students investigate the wastage that occurs in the catering industry. This includes natural resources such as energy and water, as well as food wastage that occurs in the food sector. Students then are taught how to be sustainable in their own lives in relation to the 6 R's – reduce, reuse, recycle, rethink, refuse and repair, in order to save resources and maintain a healthy, sustainable environment. Students gain a sense of ownership and responsibility of this learning when shopping for food for their practical ingredients which empowers them to make sustainable choices.

Social development:

Social Development and education is a key focus in food and nutrition, looking at how students will develop and mature into young, professional adults. Lots of opportunities are provided to enable students to develop team working skills and to take responsibility for their own learning. The students are taught effective communication through collaborative learning, both during theory and practical lessons – this includes both peers and adults – and are encouraged to have positive interactions with one another. Students peer and self-assess work, constructive feedback is taught. Students are encouraged to consider the social responsibility of the food industry including food choice, issues surrounding food and packaging, as well as wastage. They take part in debates, thinking about these types of issues as well as the benefits and drawbacks of scientific and technological issues in the food world, such as GM foods. Students are taught to possess self-regulation and teach and remind this to others around them to establish a safe and positive

working environment.

- **Year 9:** When studying nutrients in food, students must work together to investigate and discuss the various nutrients. They learn to communicate effectively to independently discover information and present to the rest of the class.
- **Year 10:** In the health and safety unit, year 10 students are taught how to work safely and hygienically in the kitchen environment. They are taught how to use equipment properly as well as to store, prepare and cook food to a safe standard using controls such as HACCP and the use of the temperature probe.
- **Year 11:** All year 11 students are encouraged to work together to discover and learn. They are encouraged to work as a team, particularly during practical lessons, to ensure they produce high quality outcomes and guarantee professionalism in the kitchen. They are encouraged to communicate effectively with each other and other adults in a positive and professional manner.

Cultural development:

Cultural education is intrinsic in food and nutrition, it is a multi-cultural industry offering a variety of ingredients, dishes, ideas and cooking methods from around the world. Cultural education in Food and Nutrition involves looking at the values, traditions and beliefs of different groups of people, communities and nationalities and reflecting on this. They are challenged to compare this to their own beliefs and cultures and explain why and how these are different. Within the subject, students can investigate various types of food from around the world. Key terminology is used in French. They taste test foods from around the world, as well as research, design and make products and dishes from foreign countries using a variety of multi-cultural cooking methods, processes and techniques.

- **Year 9:** Students explore multiculturalism in food. They explore dishes and ingredients from around the world and discover world cuisines and how these differentiate to British food culture. Students also research food choice and how this differs in different cultures.
- **Year 10:** In the meat, fish and bread units Year 10 students can produce products from different cultures and use ingredients from around the world. For examples, the students produce curries, sweet and sour pork, choux pastry and Irish soda bread. They use various cooking methods including stir frying, poaching and grilling.
- **Year 11:** Food and nutrition enables the students to understand cultural diversity by exposing them to different attitudes, values and traditions of other cultures, including religious and non-religious ones when they examine food choice and the factors behind this. Students reflect on their own identity and reasoning behind their own culture, traditions and beliefs. They are often exposed to and encouraged to think about customers from a diverse background and learn to communicate effectively with people from different countries and cultures and take into consideration their dietary needs.

Food & Nutrition Promoting British Values

The opportunities for students to develop their self-esteem and self-confidence are richly embedded in the open-ended projects given to students at all key stages. The projects allow students to discover themselves through encouraging creative and innovative solutions to design and make problems. The element of experimentation with ingredients, materials and components allow a journey of self-discovery that promotes independence. Students are encouraged to

accept responsibility for their own actions through the concept of self-regulation. Furthermore, they encouraged to show initiative in proactively managing the behaviour of others within practical areas through actively challenging each other when unsafe and dangerous behaviours emerge. This builds a sense of community within the students and a desire to look after each other. In food students are taught to respect and operate within the food hygiene regulations and know the consequences of not doing so. Respect for health and safety law is embedded through active risk assessment taught and revisited at regular intervals. The work of public servants such as the Environmental health officer and the health & safety executive are taught in KS4 and 5. These actively promote an appreciation of how laws protect citizens and are essential for their well-being and safety. Tolerance of other cultures is actively taught through international cuisine projects in Key Stages 3 to 5 and respect for fair trade and the environmental impact on British and other cultures, as a result of importing products from other countries is explicitly taught throughout the key stages. Misconceptions around religious beliefs and food are explicitly taught at GCSE. Students are expected and encouraged to question moral issues around designing and making products and working with food. They are taught to see the links between buying consumer products and the positive and negative impacts on communities. They are also taught that consumers can influence environmental impacts through refusing to buy products that are explicitly linked to the exploitation of human beings, and the environment.



HAIR & BEAUTY

Students' Social Moral Spiritual & Cultural is developed in hair & beauty in several ways. We believe that in educating our students to think about the impact of their hair & beauty activities are making on people, society and fashion. Students are also expected to grow and develop a sense of social responsibility, mutual respect and care for each other through our teaching of behaviour self-regulation. We expect students to influence the behaviour of others around them by encouraging a confidence to challenge each other when standards fall below our collective expectations. Mutual respect is engendered through the process of peer evaluation of each other's work and standards. We empower students to take criticism positively and to articulate their views in a respectful and sensitive way. We support this through the celebration of human fallibility as a motivator to learn and succeed. We support students search for Meaning and Purpose through encouraging creativity in hair and beauty activities. Students draw upon a variety of sources for inspiration. Many of these are natural but true creativity comes from the freedom to explore within more open-ended projects. Equal Opportunities: Is Taught through collaborative and team learning. Valuing contributions and celebrating these as well as outcomes. We try to instil in students that the journey is more important than the outcome because that is where true understanding is gained. After completing a treatment on a client each student gains feedback on how the client felt the service went. This always encourages students to be professional and to work responsibly.

Practical lessons: All students' have a weekly lesson there their practical skills are developed; All aspects of skincare and haircare are covered using basic techniques such as; blow-drying, setting, curling, hair-ups, mini facials, massage and manicure/pedicure skills. Doing this prepares learners for F.E (college); We cover basic consultation and client record keeping requirements.

Spiritual development:

Spiritual development in hair and beauty appears in many forms. The schemes of work develop a sense of encouragement, encompassing learning about themselves and the world around them. This is evident when we learn how different cultures design hair and makeup. The use of imagination and creativity is highly developed as students are given the freedom to investigate a range of different skills and techniques within hair and beauty, but importantly given time to reflect upon these skills in order to develop them further.

All students are encouraged to keep practicing their skills in order to develop professionalism by timing their work especially in their exam unit.

Moral development:

In hair and beauty, we seek to develop a sense of moral conscience by encouraging students to work with clients and groups of students they wouldn't ordinarily choose to work with. This develops a reflection of the real world of work, when the students will have to work with a diverse range of people; this also shows students a clear understanding of how their treatment of other people reflects on themselves and other members of their team. Each student is encouraged to develop a moral conscience and responsibility to work, and must work professionally with each client, along with following safe working practices always. Students are also encouraged to reflect on the products they are using and the impact these have on the environment.

All students have a moral understanding of how to treat others and all classrooms promote a safe working environment that all students thrive in.

Social development:

Hair and beauty schemes of work are written to encourage students to work collaboratively with other, thus developing a range of social and communication skills.

By encouraging the students to use their hair and beauty skills on a range of different clients, both peers and adults, we help develop a mature individual who will be prepared for the world of work. We expect each student to self-regulate behaviour to establish a safe working environment.

All students are always encouraged to work as teams and communicate with each other and adults in a positive and professional manner.

Cultural development:

The hair and beauty industry are a multi-cultural industry offering services to a vast range of clients from all different cultures and religions. Within this subject we investigate how styles and techniques have evolved from different cultures, both present day and historically. The students are encouraged to respect cultural diversity and develop skills for a range of cultural events.

All student's IT skills are developed throughout the course; All students' work is electronically processed & stored by teacher. Students are also encouraged to develop their ideas in the Design Brief unit to explore multi-cultural topics/events.

Hairy & Beauty Promoting British Values

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Students are encouraged to accept responsibility for their own actions through the concept of self-regulation. Furthermore, they are encouraged to show initiative in proactively managing the behaviour of others within practical areas through actively challenging each other when unsafe and dangerous behaviours emerge. This builds a sense of community within the students and a desire to look after each other. In food students are taught to respect and operate within the food hygiene regulations and know the consequences of not doing so. Respect for health and safety law is embedded through active risk assessment taught and revisited at regular intervals. The work of public servants such as the Environmental health officer and the health & safety executive are taught in KS4 and 5. These actively promote an appreciation of how laws protect citizens and are essential for their well-being and safety.

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HUMANITIES

Humanities subjects are all heavily focussed on people and their relationships and as such we are well placed to contribute to students' Spiritual, Moral, Social and Cultural education. In every lesson across the Faculty, students are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. Teachers in Humanities encourage students to discuss and debate controversy outside the classroom. At times this is in a formal setting like educational visits or homework, but also, we expect the study of Humanities subjects to affect positively the way students live their daily lives. We encourage young people to enquire, consider and question in lessons and beyond.

GEOGRAPHY

Spiritual development:

In Geography, we encourage spiritual development through providing opportunities for students to reflect upon the landscapes and environments we study within lessons. A-Level Geographers undertake a fieldtrip to the Dorset Coastline where they can appreciate the landforms and processes that they have learnt about and gain a greater understanding of their formation.

We encourage geographers to be curious about the world in which we live and to ask questions about future events, this includes the study of extreme weather events and tectonic hazards.

A sense of the scale of different locations is constantly referred to in Geography lessons but also when on site during fieldwork. GCSE geographers travel to Weymouth to understand the concepts of coastal processes and regeneration.

Moral development:

Moral questions are present in most topics that we study in Geography at Arrow Vale. They help to form a key part of Geographical Issues that are present within the world today. In KS3 Geography students study China's attempts to reduce their population growth using the one child policy. Students discuss the successes of this, but also question whether it is morally correct and how they would feel if they were forced to live under its rules.

Health issues around the world forms part of a contemporary topic in KS3 Geography and addresses many moral issues. Students discover the ways in which tobacco companies target children in poor parts of the world with their products and explore the right and wrongs of this exploitation.

In Geography we see it as important that students understand the issues faced by people in

different parts of the world and develop an opinion towards them. Year 9 have recently completed a management activity where they study HIV in South Africa. They identify with the issues faced by those suffering with HIV and then develop their own management plan as to how to solve the problem.

Students also study the refugee crisis and look at the reasons for it happening alongside the impact that it has. Students debate as to whose responsibility this is.

At GCSE students understand the morality of protecting people from natural events such as earthquakes, volcanic eruptions, tropical storms and floods.

Not only this they look at how urban changes can create moral problems for cities and investigate the solutions and strategies to solve this.

Year 13 study the concept of global commons and who has the moral obligation to successfully manage Antarctica and throughout the school we encourage students to be global citizens with a moral drive to protect the planet.

Social development:

Social issues and the needs of different groups of people are also common themes that are explicitly recognised on a regular basis such as the need to create a sustainable society. In GCSE, students' study this from different angles such as the rainforest, deserts and the prospects of sustainable cities.

Students also study changing economies around the UK and the social impacts of this; including the changes in rural and urban landscapes

Students also gain an insight into impossible places, such as Chernobyl and Las Vegas and evaluate how well humans have adapted their behaviours to survive there.

Students investigate aspects of conflict in various locations around the world and develop strategies to manage different stakeholders for a variety of landscapes, including coastal, tropical, hot and urban.

Cultural development:

Understanding different cultures is a key part of Geography at Arrow Vale. In both year 9 and GCSE Geography, students explore the concept of migration. Lessons are spent discovering why people migrate and why this is necessary for refugees. The topics help to give students a greater awareness of such a current issue, allowing them to develop well informed opinions on the topic.

Students study urban areas and the different issues that exist here. One of the areas is the incidence of ethnic segregation and the impacts that this can have upon a society. Students gain awareness for why this happens and the ways in which we can manage this. Students gain an appreciation for the different factors that help to lead to the development of a truly multi-cultural society.

Students are required to study different cultures around the world as part of their studies of newly emerging economies. This also requires them to appreciate how this has led to a development gap around the world.

HISTORY

Spiritual development:

A sense of curiosity is central to the study of History at Arrow Vale and is strongly encouraged by the staff. Lessons adapt according to students' current knowledge and thirst for more.

Spiritual development is encouraged regularly by providing students opportunities to appreciate intangible concepts. The idea of truth is central to all History lessons that use sources. The nature of historical truth based on personal memoir was particularly explored following learning of the Holocaust.

A strong feature of History lessons is the encouragement students receive from each other as well as from their teachers in relating their learning to a wider frame of reference by persistently asking 'how?' and 'why?'

A good understanding of the importance of values and beliefs is well developed during GCSE History. Students appreciate the importance of religion and how it affected societies throughout time.

Moral development:

History lends itself well to supporting the moral education and development of young people. Whole school assemblies led by the History staff encourage students to reflect on their personal values, principles and actions, in the light of historical events and commemorations.

Moral questions form a key part of many of the units on offer in History at Arrow Vale. Notions of right and wrong are explored in many areas, such as the role of the German people in the Holocaust.

A sense of the responsibility that should be borne by individuals or groups is central to many of the units on offer in History. The legacy of Stalin's rule of the USSR and its impact on Eastern Europe is an important component of the Cold War studies in sixth form History.

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Cultural development:

Much of the History curriculum in year 9 and at GCSE explicitly teaches students an appreciation of the influences that have shaped their own cultural heritage in Britain. For example, the setting up of the NHS and its differences from other nations is explored.

The History curriculum offers students opportunities to express their opinions and communicate their knowledge in varied ways from Years 9 to 13, including artistic and cultural forms.

The contribution of different cultures to human development and progress is also assessed carefully, especially in the GCSE unit covering the History of Medicine which considers the extent of the impact that the Christian Church, the Muslim World and Ancient cultures had on the development of medicine and treatment.

History & Geography Promoting British Values

The Humanities Faculty is dedicated to promoting common British values and by their very natures, the two subjects demand regular exploration of moral, legal and cultural issues. Knowledge of and respect for British institutions and values is thorough in History lessons, such as assessing the reasons for the establishment of the NHS at GCSE and in Year 9 considering the importance of the Suffragettes in advancing democracy. National parks are a focus of a Geography unit on Tourism in Year 10 and the UK is a case study for many of the topics, including population, tourism and migration. Option choices in A level History also extend the themes of democratic rights and responsibility, with studies covering the Cold War, the development of Britain as a world power in the late nineteenth and early twentieth centuries and Civil Rights in the USA from the Civil War to Martin Luther King.

All teachers actively promote tolerance and harmony in lessons, and there are many opportunities that allow for this to arise across the programmes of study. Throughout Geography lessons, an appreciation of other cultures is developed for example in looking at the Masai tribes in Kenya or the importance of the Arab Spring in causing migration. A deep understanding of British culture is covered in studies of the two World Wars and their impact on the United Kingdom in History lessons both in Year 9 and at GCSE. Migration is also debated at length, including an assessment of the costs and benefits of Polish movement to Britain and the causes and consequences of migration from North Africa to Italy.

One of the central aims of the Humanities Faculty is for students to learn about themselves and the world around them so that they become active and engaged citizens. The Eco-Committee recently received a Silver Award for its work in reducing energy usage and raising awareness across the school. Also, History students organise and lead the Remembrance Day commemorations, as well as events to Holocaust Memorial Day. In class too, students explicitly consider their role in society. Year 9 lessons about sustainability and how to provide energy for the future are very successful in engaging our young people in taking responsibility for their own actions. In Year 9 History, teachers are careful to make links between choices made by Germans during the Holocaust and examples of prejudice and discrimination today. Sixth Form students also develop their awareness of the importance of voting as a result of their understanding of the British political system in Year 13 History, including the formation of the Liberal and Labour parties and the development of democracy.



INFORMATION COMMUNICATION TECHNOLOGY

Computing and ICT contributes to the students' SMSC development through:

- Raising awareness of the ways in which the www. can be a medium of SMSC values.
- Deepening awareness of the way in which ICT affects our culture.
- Preparing children for the challenge of living and learning in a technologically enriched, increasingly interconnected world.
- Making clear, guidelines about the ethical use of the internet and other forms of e-communications.
- Establishing boundaries in society by considering what is acceptable.
- Acknowledging advances in technology and appreciation for human achievement.
- An awareness of the moral dilemmas created by technological advances.
- Appreciating how different cultures have contributed to technology.
- Providing opportunities to work as a team, recognising other's achievements and sharing enjoyment.
- Using ICT for developing, planning, sharing and communicating ideas.

ICT contributes to the students SMSC development in a number of ways often through: Preparing children for the challenge of living and learning in a technologically enriched, increasingly interconnected world; increasing awareness of the moral dilemmas created by technological advances and establishing boundaries in society by considering what is acceptable. These generic principals are embraced by all ICT staff are taught within all aspects of ICT as the learning necessitates. Whilst there is much overlap between the ICT, computing and creative media disciplines the main strands have been identified for each course.

E-safety is a large strand of the SMSC provision for ICT and is again taught freely as the learning discussion necessitates. Above that of the examination specifications all students are taught e-safe and wider ICT issues through the learning for life programme. This covers the issues of Impersonation, cyberbullying, sexting, sexual identity and good practice to keep your devices virus free. The learning for life programme is supplemented by half termly assemblies that cover emerging issues in the UK (rate and respond websites) but can also be used to address issues arising within the academy (Facebook privacy settings).

To promote Students' spiritual development, their sense of self and their will to achieve, the ICT & Computing department continually takes the opportunity to praise students for their contribution in lessons. There are two distinct ways we do this. The wall of fame is where each week a student is chosen to have their name on the wall of fame and a praise card is sent home to parents. Each teacher nominates a piece of work where a student has shown great progress or outstanding skill will be displayed on the wall of work. Feedback suggests students are encouraged to achieve and

their sense of self is developed as achievement is recognised, they also appreciate the teacher taking time to write home to their parents too.

Spiritual development:

Key Stage 3

GCSE ICT

- Students reflect on their own and others' lives and the impact ICT has on this; focus is given to the religious and cultural customs.
- Students debate the power and limitations that ICT can bring to an individual's beliefs and how they may conflict with spiritual teachings.
- Students are encouraged to reflect and learn from reflection from the position of a particular audience viewpoint as they create several promotional products.
- Students explore ideas, feelings and meaning whilst interpreting a project brief and creating promotional materials.

GCSE Computer Science

- Students explore the patterns and relationships of data and its collection and use whilst programming data.
- Students gain an appreciation the innovations achievements of past individuals and understand their struggles and motives in relation to historical attitudes.

Level 3 study

- Students gain awareness and understanding of their own and other beliefs; looking at how the individual decisions can be influenced by their spiritual beliefs.
- Students debate and formulate their own set of values and beliefs as they share their own experiences.
Students can address personal development needs, create and work through a personal development plan.
- Students research then present their views on "controversial" subjects (Bin Laden, 9/11, Arab Spring, Human Rights and Homelessness).

Moral development:

Key Stage 3

GCSE ICT

- Students investigate ways in which ICT can be used to monitor individuals' movements and communications.
- Students learn about and adhere to legislation and codes of practice including acknowledging sources and respecting copyright when developing digital products.

- Students work together to investigating the impact of digital inclusion and the digital divide locally, nationally and globally.
- Students consider accessibility issues when evaluating and developing digital products.

GCSE Computer Science

- Students develop their understanding of the development of online communities its implications for an individual's learning, leisure and social interactions.
- Students learn that collaborations are facilitated through the availability of online workspaces and that the growth of social networking has potential risks as well as benefits.

Level 3 study

- Students discuss possible future developments in ICT and their impact on the following areas: transport, medicine, the disabled, education, entertainment, digital piracy, shopping, marketing and communication;
- Students explain methods for combating ICT crime and protecting ICT systems: physical security, firewalls, backup, encryption, biometric security, software patches/updates, 'anti-virus' and anti-spyware software,
- Students discuss the impact of external change on an organisation, individuals within the organisation and on the systems in use.
- Students will discover how to select their sources and decide on how much credence can be placed in them.

Social development:

Key Stage 3

GCSE ICT

- Students investigate the impact of the use of digital devices on the way organisations operate.
- Students look at security risks to data and how to reduce or contain them.
- Students develop and understanding of the causes and implications of unequal access to ICT.
- Students study the sustainability issues and ways of minimising the environmental impact of ICT whilst considering the impact of ICT on working practices.

GCSE Computer Science

- Students discover the importance of ethical, environmental and legal considerations when creating computer systems.
- Students justify the advantages of networking stand-alone computers into a local area network.

Level 3 study

- Students make judgements about sources and accuracy of information and can select and manipulate information to support sound decision making.
- Students understand In any organisation it is important that employees know the constraints that impact on the use of information and students will consider issues such as data protection and other legislation.
- Students will know the technologies involved in e-commerce, understand the Impact of e-

commerce on organisations and on society.

- Students can discuss the main aspects, purpose and implications of legislation such as the Data Protection Act, Computer Misuse Act, Copyright, Designs and Patents Act.

Cultural development:

Key Stage 3

GCSE ICT

- Students look at the impact of age, gender and disability on individuals' choice/use of digital devices.
- Students consider the impact on lifestyles and behaviour of the availability of goods and services online.
- Students gain an understanding of the requirements and communication needs of all groups of people when developing digital products.

GCSE Computer Science

Students consider issues such as changing leisure patterns and work practices, privacy and confidentiality of data held in systems, illegal opportunities for access to information and environmental issues.

Level 3 study

- Students can describe the purpose and activities of professional bodies such as the British Computing society.
- Students discuss the range of services offered by communication services and the impact of these services on individuals and organisations;
- Students discuss hardware and software developments that are changing, or might change, the way we live. Such as advances in treating injuries or disease, leisure activities, the environment, the home, education and freedom of speech and movement.

ICT Promoting British Values

The ICT and Computing department promotes a range of British values. The ICT curriculum considers the benefits and drawbacks of using online voting systems to combat voter apathy in the UK. Laws related to technology such as the Data Protection Act, the Computer Misuse Act and the Copyright, Designs and Patents Act are all taught as part of the GCSE ICT syllabus. In GCSE Computing students learn about the pioneers of British technology throughout history, including the UK's role in the early days of the computer revolution.

Democracy

Definitions: The respect for Democracy and support for participation in the democratic process.

GCSE:

- Discussion on e-voting “digital democracy”
- Students are taught about how to select relevant information from valid online sources that reflect different viewpoints and the disadvantages of relying on single sites.

Level 3: Students are taught about the value of using online forums/blogs as a means by which to appreciate a variety of viewpoints on a host of topics.

Rule of Law

Definitions: The respect of the basis on which the law is made and applies in England, including the equality of opportunity for all.

GCSE:

- Legislation relating to the use of ICT, including copyright and data protection.
- Phishing
- Ways in which ICT can be used to monitor individuals’ movements and communications.

Level 3: Discuss hardware and software developments that are changing, or might change, the way we live. Examples might include advances in treating injuries or disease, leisure activities, the environment, the home, education and freedom of speech and movement. This list of examples is not exhaustive as questions will reflect the current use or abuse of ICT in Society.

Individual Liberty

Definitions: Support and respect for the liberties of all within the law

GCSE:

- The causes and implications of unequal access to ICT (locally/globally)
- Internet Safety Inc. responsible use and acceptable behaviour.
- Teleworking
- Security risks to data and how to reduce or contain them (firewalls, encryption, authentication, digital certificates, physical access controls).
- Privacy issues associated with the use of ICT.
- Students will be encouraged to think about the use of different influences within British Culture in the use of IT in different aspects.

Level 3: Discuss the main aspects, purpose and implications of the Data Protection Act (1998), Computer Misuse Act (1990), Copyright, Designs and Patents Act (1988), Regulation of Investigatory Powers Act (2000), Electronic Communications Act (2000) and Freedom of Information Act (2000) and subsequent changes/updates.

Mutual Respect and Tolerance

Definitions: The respect and tolerance of different faiths and religions and other beliefs.

GCSE:

- The causes and implications of unequal access to ICT (Locally/globally)
- Ways in which ICT/Computing are changing the way knowledge is created.
- Students will be encouraged to respect and show tolerance when using ICT in relation to software problems, speed and when communicating.

Level 3: Discuss the impact of ICT/Computing on society, organisations and individuals.



Our Learning for Life curriculum includes the statutory frameworks of Religious Education (RE), Personal, Social, Health Education (PSHE), Relationships and Sex Education (RSE), Citizenship and Careers Education Information and Guidance (CEIAG). It is delivered in both a weekly timetabled lesson and tutor time sessions as well as in assemblies and drop down 'Experience Events' as part of our Learning for Life programme.

This programme is designed to help our young people to develop all aspects of themselves. It provides a combined approach to the development of personal learning and thinking skills; the PSHE curriculum; Religious Education, Relationships and Sex Education; social, moral, spiritual and cultural development; and preparation for life beyond school.

YEAR 9

Year 9 students are exposed to a range of SMSC development opportunities; looking at what constitutes a healthy relationship and positive responses to their digital world on social media. These topics are designed to support students to develop the students into mature, confident, young adults. The citizenship content allows students opportunities to explore their own moral compass and develop their view of 'civic duty', giving back to others around them and establishing their own sense of place and belonging in the world.

Learning for Life teachers enthusiastically inspires students to discuss and debate SMSC issues outside the classroom. We ask our students to enquire consider and question in lessons and beyond so they may become more rounded individuals whose opinions are valued and listened to.

YEAR 10

Year 10 students cover a range of topics linked to SMSC development including, relationships and family: religion, peace and conflict and human rights and social justice. These topics support students in developing an understanding of what is universally right or wrong. We cover this from several angles and perspectives covering prejudice and other moral dilemmas.

Learning for Life teachers enthusiastically inspire students to discuss and debate SMSC issues outside the classroom. We ask our students to enquire, consider and question in lessons and beyond so they may become more rounded individuals whose opinions are valued and listened to.

YEAR 11

Through these learning sequences, we aim for student to demonstrate the ability to reflect on past successes and failures and plan for a successful future after year 11. As well as these, students are being encouraged to use strategies for understanding their own preferred way of learning. This is reinforced by beginning our Year 11 curriculum sequence with 'CEIAG: Planning for the future'

Learning for Life teachers enthusiastically inspire students to discuss and debate SMSC issues outside the classroom. We ask our students to enquire, consider and question in lessons and beyond so they may become more rounded individuals whose opinions are valued and listened to.

As a department, a key focus for the delivery of Learning for Life is looking at how to develop the students into mature, confident, young adults. Every piece of work completed within the Performing Arts department looks at the social impact or development of different events.

Throughout Learning for Life at Key Stage 3 and 4, students are encouraged to engage with a wide range of issues that impact upon their journey of social, moral, spiritual and cultural development.

Spiritual development:

Experiencing awe and wonder: Students are given the opportunity within the RE unit to:

- develop a curiosity about the different religious viewpoints on marriage, divorce and human rights
- debating whether God takes sides
- notions of good and evil
- The importance of understanding different viewpoints in RE.
- Help students to understand what these terms mean and how they can impact upon different group's progress within different societies.
- Help students to understand the importance of tolerance within our school, local and wider community

Understanding Human feelings and emotions

- Within the RE unit students are encouraged to reflect upon who inspires them. This leads to a research task looking at an inspirational person from three world religions.
- Students can debate what it is like to live in a multi faith society and how this can lead to a lack of community cohesion or a factor in promoting it.

Using imagination and creativity in learning: All students can access the learning resources presented to them. Each lesson has a detailed lesson plan and teachers are encouraged to differentiate to meet the needs of all students. Lessons are designed to meet the learning needs of all. For example, some lessons require students to:

- Complete individual research tasks
- Work individually, in pairs and in small groups
- Work as part of a team
- Use their numeracy and literacy skills
- Have opportunities to self and peer assess their own work and the work of others
- Engage in class debate

Moral development:

Learning for life lessons develop the following moral attributes:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- The ability to trust in their own judgement
- An ability to think through the consequences of their own and others' actions

- A willingness to express their views on ethical issues and personal values
- An ability to make responsible and reasoned judgements on moral dilemmas
- A commitment to personal values in areas which are considered right by some and wrong by others
- A considerate style of life
- A respect for others' needs, interests and feelings as well as their own
- A desire to explore their own and others' views

Social development:

Our Learning for Life lessons enable students to engage in a wide range of social development activities that enables them to highlight their skills such as:

- Relating well to other people and interacting with their peers, teachers and visitors in a mature, polite and sensible manner.
- Working successfully, as a member of a group or team
- Giving them the opportunities to challenge, when necessary and in appropriate ways, the values of a group or wider community.
- Can reflect on their own contribution to society and to the world of work
- Showing respect for people, living things, property and the environment
- Exercising responsibility
- Understanding the impact our school community can have on their future well-being and that of their family and local community.
- Participating in activities relevant to the community

Developing personal qualities and social skills: Students can take part in a variety of lessons that enable them to develop their personal qualities and skills for example:

- In careers students look at highlighting their own personal skills and attributes so that they can demonstrate their employability skills
- Identifying the interpersonal skills needed to hold down a responsible career and play an active role in their own future
- In PSHRE students are given the opportunity to challenge stereotypes within our society relating to the culture of celebrity and how body image is portrayed in the media

Understanding how communities and society's function: Students are given many opportunities to reflect on what it means to be part of a community and how different communities make up the multi-faceted nature of our modern society. For example:

- In RE students look at what it is like to live within a multi faith society and debate and discuss what impact this has upon community cohesion or the development of community segregation and social isolation. These types of debates are often brought back to the impact they have on our school community and what we can do as a school to make our community better.
- In the homelessness (£5 pound challenge) topics we work closely with a local Homeless charity to raise money during tutor time but also within L4L lessons students look at the reasons for homelessness, especially amongst teenagers and that it is not a school issue but a local, national and international issue. These are often very powerful lessons.

Cultural development:

Students are given opportunities and learning to develop their appreciation of culture. Skills nurtured include:

- An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality
- An openness to new ideas and a willingness to modify cultural values in the light of experience
- An ability to use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture
- An appreciation of the diversity and interdependence of cultures

Exploring, understanding and respecting diversity: To understand, celebrate and respect diversity within our society students are given time to:

- In RE to explore the awe and wonder of the natural world and celebrate plant and animal diversity
- In RE students explore living in a diverse community with a multitude of faiths and beliefs.
- In RE students look at who inspires them within the Christian, Hindu and Muslim faith.

Participating in and responding to cultural activities: To understand, celebrate and respect diversity within our society students are given time to:

- Look at what it means to be part of a diverse community
- As part of a year 9 day on diversity students looked at a created artwork related to what it meant to be British and celebrating our cultural diversity and achievements
- As part of the same day students looked at the role senior citizens play in our society and how they can often feel threatened and marginalised.



Spiritual development:

Tutor time is an organised learning activity where there are a wide variety of opportunities to nurture all students' spiritual education and development. All activities include built opportunities for students to develop a set of principles that inform their own values and patterns of behaviour. Our students demonstrate daily:

- An awareness and understanding of own and others' beliefs
- A respect for themselves and for others
- A sense of empathy with others, concern and compassion
- An ability to show courage in defence of their beliefs

Experiencing awe and wonder: Our students have many opportunities to show enjoyment and fascination in their learning for example there are tutor sessions relating to:

- Celebrating success
- Defining achievement
- Problem solving
- Learning from mistakes

Exploring the values and beliefs of others: Our students can look at and explore the values of and feelings of others for example:

- During Remembrance week students look and explore the reasons why we wear poppies and how war still impacts on people's beliefs and values.
- During anti-bullying week students explore what it means to be bullied online and the impact it has on an individual's personal well-being.

Understanding Human feelings and emotions: Our students are given a range of opportunities to develop an understanding of others feeling and emotions for example:

- During Mental Health Week students reflect on what life factors affect our moods, mental health and explore strategies to support ourselves and each other.
- Students reflect upon the diversity of our local community and how by working together we can place our school at the heart of our local community.

Using imagination and creativity in learning:

- During remembrance week students reflect upon why we wear a poppy and look at the work of the Royal British legion
- During the Autumn term, students work to create decorative Christmas Hampers which contain food, handmade gifts and hand made cards which are then delivered to vulnerable members of our local community.

Moral development:

Tutor time is an organised learning activity where there are a wide variety of opportunities to nurture all student's moral education and development. They support our students to be able to develop:

- An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures
- An ability to think through the consequences of their own and others' actions
- A willingness to express their views on ethical issues and personal values
- An ability to make responsible and reasoned judgements on moral dilemmas

Investigating moral values and ethical issues: Our students have many opportunities to investigate moral values and ethical issues in their learning for example there are tutor sessions relating to:

- What does civic duty mean?
- Exploring homelessness
- Being part of an isolated community

Recognising right from wrong and applying it: Our students are given clear guidance on the difference between right and wrong. Form Tutors role model the behaviour we expect from our students. Tutor time is a positive experience for all our students and gives them the ability to discuss and reflect upon issues of right and wrong within their own lives, our school and the local community. For example, there are tutorial sessions on:

- Prejudice and discrimination
- Volunteering
- Positive and negative thinking

Understanding the consequences of their actions: Our students are given many opportunities to reflect and recognise the consequences of choices, actions and beliefs for example there are Learning for life tutor sessions related to:

- Civic duty
- Celebrating successes
- Time management
- Future planning

Social development:

Tutor time caters for student's social development and all our tutor sessions and interactions with our students encourages the development of these skills for example:

- Adjust to a range of social contexts by displaying appropriate behaviours
- Relate well to other people's social skills and personal qualities
- Work, successfully, as a member of a group or team
- Challenge, when necessary and in appropriate ways, the values of a group or wider community
- Share views and opinions with others, and work towards consensus
- Resolve conflicts and tension within the tutor group – and across the school
- Reflect on their own contribution to society and to the world of work
- Show respect for people, living things, property and the environment
- Benefit from advice offered by those in authority or counselling roles
- Exercise responsibility

These are seen within Tutor sessions for example:

- Working as a team to create Christmas hampers for distribution to Age UK and within our local Community
- Working as a team to take part in the £5 pound Challenge to raise money to support local homeless Charity (Redditch Nightstop)

Developing personal qualities and social skills: These are seen daily within form time.

Our students are polite and courteous to staff, each other and visitors to the school. Socio-economic background, race or gender is not a factor that discourages these life skills.

Participating cooperatively and resolving conflict: During tutor time our students are seen working together in teams, sharing their learning and supporting each other. They are respectful of each other, their teachers and each other's property. For example:

- Each tutor group has a tutor board that is used weekly to celebrate individual successes and to showcase those students whose are developing their leadership skills by taking a full and active part in our school council, organising charity events (such as children in need and Red Nose Day), promoting Remembrance Day

- Developing podcasts for specific National Events – such as Remembrance Day

Understanding how communities and societies function: Our students show on a regular basis the following skills and attributes within tutor time:

- Exercise responsibility
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities
- Participate in activities relevant to the community

For example:

- Students come to school prepared for learning and use tutor time as a vehicle to prepare for their learning during the day
- During a house week on being part of a community our students learnt about ways communities can become segregated and how groups can become isolated within a community. Students can reflect on what makes a community successful
- As mentioned, our students contribute to Age UK and Redditch Night stop

Cultural development:

Planned tutor activities allow our students to develop:

- A willingness to participate in, and respond to, artistic and cultural enterprises
- A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures
- A regard for the heights of human achievement in all cultures and societies
- An appreciation of the diversity and interdependence of cultures

Exploring, understanding and respecting diversity: For example, there are tutorial activities that celebrated the success of:

- Exploring black history.
- A house week devoted to the arts and a celebration of our culture
- A year 9 day (KASE day) devoted not only to developing community but also an arts-based session on what it means to be British

Participating in and responding to cultural activities: All students belong to a tutor group that is part of a year group but also each tutor group belongs to a house system. Our students:

- Engage in themed House Weeks
- Are given opportunities to improve their learning through planned intervention sessions and to reflect upon exam performance
- Every student displays their house colour on their school tie as part of their school uniform
- Every student takes part in sports day and represent their form and house with pride



MATHEMATICS

Through various projects, mini investigations and activities built into lessons, SMSC, (Spiritual, Moral, Social and Cultural) is being delivered in high quality lessons. All maths lessons have team seating, developing the social aspect of SMSC. Projects outside of a classroom consist of:

- A year 10 maths challenge at Birmingham University where students were involved in a quiz competing against students from other school and backgrounds.
- Key Stage 4 and Key Stage 5 students going to Warwick University where they were challenged to explore Fibonacci sequence and spirituality.
- Students in years 9-13 took part in the UKMT team maths challenge nationally promoting teamwork and collaboration.

Spiritual development:

Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. In Maths lessons students are always encouraged to delve deeper into their understanding of mathematics and how it relates to the world around them. The skills of analysing data are taught from Year 9 to Year 11 to enable students to make sense of vast amounts of data available in the modern world around them. Sixth Form students can extend this knowledge through the study of Statistics. Sequences, patterns, measures and ultimately the entire study of Mathematics were created to make more sense of the world around us and we enable each of our students to use Maths as a tool to explore it more fully.

Examples of Spiritual lessons in maths:

- Students considering the development of pattern in different cultures including work on tessellations such as using Rangoli designs or the use of religious symbols for symmetry
- Fibonacci pattern

Moral development:

The moral development of students is an important thread running through the entire mathematics syllabus. In Year 9 students are involved in various projects using maths in real life contexts, applying and exploring the skills required to solve complex problems. All students in every year group are given the opportunity to participate in the United Kingdom Mathematics Trust annual challenge; this is to raise aspirations, broaden horizons and expand opportunities for students in their future lives.

Examples of Moral lessons in maths:

- Students conducting an opinion survey on a moral issue
- Students to have an awareness of sexist, stereotypical bias in materials – for worksheets to include female builders, male secretaries etc.
- Why learn Algebra?
- Population density – using the law in China for the number of children a family are allowed – Topical changes in world population changes.

Social development:

Problem solving skills and teamwork are fundamental to mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to develop their mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable students to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key part of maths lessons.

Examples of Social lessons in maths:

- Allowing discussion and debate on the use and abuse of statistics in the media
- Students learning how mathematics is used to communicate climate change
- Rowing Challenge and cycling challenge to teach speed, distance and time.
- Revision day
- Math's challenge at Birmingham university
- Investigation when teaching questionnaires through practical basketball and long jump lessons.
- Collaborative real-life learning through maths projects in Year 9 and 10, i.e. Smarties project, Olympics, Wimbledon project, holidays project etc.

Cultural development:

Mathematics is a universal language with a myriad of cultural inputs throughout the ages. At Arrow Vale we encourage the teaching of various approaches to mathematics including the Chinese lattice method for multiplication. We also explore the mathematics applied in different cultures such as Rangoli patterns, symmetry, tessellations and Islamic geometric patterns. The ability to use exchange rates for foreign travel is also an important life skill student will learn.

Examples of Cultural lessons in maths:

- Students investigating different number sequences and where they occur in the real world
- Allowing discussion on the cultural and historical roots of mathematics, such as Pythagoras' theorem
- Students discussing the use of mathematics in cultural symbols and patterns
- Mathematics is a universal language
- Use of different methods from around the world when teaching multiplication
- Students to have the ability to use exchange rates for foreign travel

Mathematics Promoting British Values

In maths lessons students are always encouraged to delve deeper into their understanding of mathematics and how it relates to the world around them. The skills of analysing data are taught from Year 9 to Year 11 to enable students to make sense of vast amounts of data available in the modern world around them. Sixth Form students can extend this knowledge through the study of Statistics in the maths A-Level. The moral development of students is an important thread running through the entire mathematics syllabus. In Year 9 students are involved in various projects using maths in real life contexts, applying, and exploring the skills required to solve complex problems. All students in every year group are given the opportunity to participate in the United Kingdom Mathematics Trust annual challenge; this is to raise aspirations, broaden horizons and expand opportunities for students in their future lives.

The mathematics curriculum promotes the British values of tolerance and resilience on a daily basis through problem solving and the mathematics curriculum promotes the British values of tolerance and resilience on a daily basis through problem solving and understanding of complex concepts, encouraging students to persevere and try different methods to arrive at a correct solution. Students are encouraged to build on and learn from their mistakes in all maths lessons.



MODERN FOREIGN LANGUAGES (MFL)

Spiritual, Moral, Social and Cultural education is a **natural focus** of MFL. **People, their relationships and their interactions** with others are an intrinsic part of what we teach, and the **cultural immersion** of learning a language cannot be avoided. In MFL, we give our students an opportunity to both **consider** the needs and experiences of people of other cultures and **reflect** upon their own response to this. We also encourage students to **discover, discuss and debate** unfamiliar lifestyles, global events, problems and changes. Finally, SMSC is not confined to the MFL classroom – we hope that the study of languages will positively affect our students' lives and their **understanding of the world around them**.

In terms of current uptake of languages, we have students studying:

- A level Spanish, A level French, GCSE, GCSE Spanish, GCSE French and GCSE Polish

Spiritual development:

Faith and spiritualism play an important part in any society, whether in a religious or secular sense. In MFL at Arrow Vale, students are encouraged to consider this in the study of each of our languages, namely French, Spanish and Polish. In this way, they can engage with, and develop appreciation of other communities and their lifestyles, cultures and values.

French: GCSE: We explore in more depth, the role that the Muslim faith now plays within French and Francophone societies, and the affect that this has on the country's politics and society e.g. the recent educational debate about the wearing of the veil in schools.

A-Level: Older students look at the 'bigger picture' of immigration and the target language countries, the history and effects on current-day society. This includes a consideration of the Muslim faith, Roma spiritualism and the Jewish faith. This is part of both the core curriculum and the cultural studies of 'Un sac de billes' and 'La Haine'.

Spanish: GCSE: Students learn about and reflect upon the development of a sense of identity, self-worth, personal insight, meaning and purpose in a country divided by language, culture, and tradition. They learn about communities and their needs, and the fact that they need to be recognized as autonomous states, such as the Basque region.

A-Level: Older students look at the 'bigger picture' of immigration and Spain, its history and effects on current-day society. Students consider how religion is a major part of Spanish culture, given that, everywhere you go, you will see cathedrals, religious processions, and sacred jewellery or

apparel. Students will consider that the number of Catholics is decreasing each year and will consider why more people are becoming irreligious (16.8%) and atheist (9.6%) each year. Students study “Pan’s Labyrinth” and “La Casa de Bernada”.

Beyond the classroom: During trips to target language countries, students from all school years visit churches in Normandy or Calais, and various religious monuments in Madrid. We also visit war cemeteries in Belgium and Northern France and encourage students to think about the spiritual nature of burial grounds and to read and reflect upon the epitaphs. We also encourage them to reflect upon how death is marked by different faiths i.e. the laying of stones on Jewish graves or Dia de los muertos in Hispanic countries.

Moral development: Value systems in other cultures.

Moral development in MFL at Arrow Vale Academy permits students to build a framework of moral values which helps them to regulate their personal behaviour. It is also about the development of an understanding of society’s shared and agreed values. Moral development in MFL is also about students gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the differing views. In our language studies they explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason, which enable them to develop their own value system and to make reasonable decisions on matters of personal integrity.

“Right and wrong”: Students develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Authentic target language texts are selected that extend students’ ideas and their moral and emotional understanding. Trips to Normandy facilitate discussions about the right and wrong of war.

Developing a personal set of values: Through reflection on texts, students express informed personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books, films and texts read in class. They are given, particularly in years 12 and 13, opportunities to talk for a range of purposes including exploration and hypothesis, consideration of ideas, argument, debate and persuasion. In discussion they are encouraged to take different views into account and construct persuasive arguments

GCSE: Students begin to discuss the actions necessary to be successful caretakers of our planet. They also explore and discuss ‘fair trade’ business, particularly relating to ex-colonies of target language countries. They explore and compare relationships between friends and family members and the differing models of family structures in different cultures as well as between societies of different cultures and backgrounds. Students begin to discuss the rights and responsibilities of young people in their capacity as global citizens. They also explore and discuss voluntary work and related social issues. Students are encouraged to investigate the impact of drugs and alcohol on young peoples’ lives and society. Environmental issues and consequences are discussed and considered in greater detail.

A-Level: In French, students are given the tools to explore, discuss and compare the moral tensions that young people face in the context of their country of birth and then residency. They investigate the media portrayal of the individual and its ethical connotations, particularly through

the study of the film *La Haine*, a film that explores the themes of how choice and judgement shape our individual lives and the lives of others, and the book *Un Sac de Billes*, which, through the eyes of a child, questions the Nazi anti-semitic policies imposed on occupied France during WW2. Students explore and discuss the issues and projects that promote sustainable tourism, environmentalism and conservationism. Within the literature module, students are encouraged to question the moral implications of the Holocaust and whether society has learnt from its past mistakes. They then consider through the medium of film the topic of crime and punishment and are encouraged to validate their own views on criminality and appropriate punishment. In Spanish, students study the film "Pan's Labyrinth" whose themes are civil war, innocence, greed, social status, disobedience, imagination, fantasy versus reality, dictatorship, suffering and violence. And they study the book "La Casa de Bernada Alba" whose themes are mourning, courtship, repression of women, freedom, power, social status and family. In the language modules the students get to study and scrutinise the social, intellectual, historical, political and cultural aspects of Hispanophone countries.

Beyond the classroom: During trips to the target language countries students visit war memorials in northern France and Belgium. They sit and dine with native residents and reflect on the cultural similarities and differences amongst family and community groups. A trip to Madrid is also an annual event which allows students to immerse themselves in the culture and history first-hand.

Inside and outside of the classroom students can appreciate and discuss the contribution of the leisure, travel and tourism sector to different national economies, and furthermore they have the tools to explore and discuss the sustainable development of tourist attractions/regions, and the role UNESCO plays in safeguarding human history and relevance.

Social development:

Learning to live: Within the MFL department we promote social development as a means of young people working effectively with each other and participating successfully in the community. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society, it is also about learning to express and justify our views and opinions,

This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

Annual trips overseas to Europe encourages students to think about their role as global citizens in a changing and uncertain political landscape.

KS3-5: Within the MFL department we promote social development by encouraging students to:

- explore racism, segregation and prejudice in the target language countries
- explore healthy lifestyles and refer to the negative impact of smoking, alcohol or drug abuse
- discuss the pros and cons of marriage and cohabitation
- discuss the right to vote and about age of consent for various rights
- explore marginalisation and social exclusion i.e. unemployment and homelessness
- To achieve all the above, students learn in a safe environment conducive to collaboration

and the sharing of ideas.

- The depth in which we study each theme is dependent on the stage of language acquisition and therefore vocabulary at their disposal.

Beyond the classroom: Past and future school (physical, email and letter based) partnerships allow our students to appreciate that relationships are not bound nor restricted by cultural nor physical factors. With the emergence and development of e-mail and social networking, students can maintain constant contact and versatile contact with both school peers and foreign penfriends.

Cultural development:

Local, National and Global Cultures: Cultural development in MFL is about our students understanding their own culture and other cultures in Redditch, the West Midlands and in Britain as a country. It is also about:

- understanding cultures represented in Europe and elsewhere in the world
- understanding and feeling comfortable in a variety of cultures
- being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet
- understanding that cultures are always changing and coping with change.
- ensuring we value our cultural diversity and in our efforts to prevent racism
- breaking through linguistic and cultural barriers
- reflecting on how different cultures are portrayed in their textbooks and in various authentic resources from magazines, newspapers, flyers and on the internet.
- reflecting on how history is reported and how our emotional response to the allies and Germans are affected by propaganda

Beyond the classroom: Visits to target language countries and links with schools in target language countries have been established and are open to all students, not just those studying MFL. We not only encourage an appreciation of the culture and society of target language countries and communities through organised trips overseas, but also through school-based discovery sessions such as cookery and the annual festival of languages. Through this, we aim to make our students understand the meaning, nature and value of the multicultural make-up of target language countries.

MFL Promoting British Values

Democracy

Students can have their voices heard through suggestion boxes and regular questionnaires in MFL lessons. We encourage an open-door policy where the students feel free and able to visit their teachers with their ideas and suggestions. We study the work of UNICEF when we look at Francophone and Hispanic African and Latin American countries, as well as the Convention of the Rights of the Child (CRC) when we discuss the similarities and differences between children's lives in developed and developing Francophone and Hispanic countries. We encourage our students to question the pros and cons of a centralised and decentralised model of national government.

The Rule of Law

The importance of Laws, whether they are those that govern the class, the school, or the countries of the languages that we are teaching, is consistently reinforced. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. We study law and order and delinquency in GCSE and A level units of work. In LOTC we explain rules and laws when we visit target language countries. Students learn about the extent to which faith and religion determine what is right and wrong in communities.

Individual Liberty

Within MFL lessons, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. In MFL lessons we educate and provide boundaries for young students to make choices confidently and safely. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, especially on MFL trips. This is also explored through our e-Safety advice when corresponding with e-pals in twin schools, and when participating in numerous extra-curricular workshops and LOTC events which allow them to exercise their individual choice. In lessons and in written and spoken controlled assessments, we encourage students to express their individual views whilst respecting the views and choices of others

Mutual Respect

Part of our ethos in the MFL classroom is to promote the core values of respect, reflection, resilience, and resourcefulness. Students have been part of discussions, university visits and school visits during which they have actively demonstrated what these means. We aspire to promote these values and increase the students' knowledge of the importance of mutual respect – in school, our local community, nationally and in the wider world. This is reiterated in our behaviour policy within the MFL classroom. There are units in the KS4 and KS5 curriculum that focus on the effects on marginalisation and discrimination which arise when mutual respect and tolerance does not exist, and our students deepen their understanding of the very serious consequences of this. French A level students study *La Haine*, a film by Matthieu Kassovitz, which encourages our students to consider what happens when the second-generation immigrant population feels unjustly marginalised and neglected. In Spanish, students study the film "Pan's Labyrinth" whose themes are civil war, innocence, greed, social status, disobedience, imagination, fantasy versus reality, dictatorship, suffering and violence. And they study the book "La Casa de Bernada Alba" whose themes are mourning, courtship, repression of women, freedom, power, social status and family.

Tolerance of those of Different Faiths and Beliefs

This is achieved through developing students' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Across the key stages we study topics relating to tolerance, including the study of *La Haine* and *Un Sac de Billes* at A-Level. There are also units within the KS4 and KS5 curriculum that focus on celebrations and customs of other faiths in the countries where the language being taught is spoken. Across all units, students are often encouraged to develop and reflect upon their own thoughts, beliefs and reactions using the TL language, which is a particular focus at GCSE and A-Level. Within this we create a safe space for students to share these ideas with their peers. Our overseas trips have also allowed our students to witness firsthand other faiths and cultures. The school celebrates the many languages spoken by our students. Our EAL students have given workshops to help us understand some rudimentary words in their language and have answered our questions about their customs and

traditions. In Spanish, students study the film “Pan’s Labyrinth” whose themes are civil war, innocence, greed, social status, disobedience, imagination, fantasy versus reality, dictatorship, suffering and violence. And they study the book “La Casa de Bernada Alba” whose themes are mourning, courtship, repression of women, freedom, power, social status and family.



PERFORMING ARTS

Our Music and Drama curriculums focus on people: their spiritual, moral, social and cultural development. Every task or project within the department expects students to consider their own thoughts and consider other people's thoughts in relation to different situations.

Much of the work in the department focuses on the personal development of students, looking at how they can develop as mature, young adults being confident within themselves. This can take the form of lessons or extra-curricular activities, including workshops, visits or external masterclasses. We encourage young people to explore, consider, analyse and create ideas of how to improve themselves both in and beyond lessons.

A major part of our students' SMSC education is the opportunity to go on trips to experience live theatre and music.

Spiritual development:

Spiritual education is woven into the taught curriculum and extracurricular activities in the Performing Arts department. The premise of both Music and Drama is to inspire students to achieve their best in a creative way; to develop confidence; and to develop their understanding of themselves. All the schemes of work give the opportunity for students to develop their spirituality.

- **KS3 Drama:** *Blood Brothers*- Through exploration of this play, students reflect on their contribution to society.
- **KS3 Music:** *'In at the Deep End* – A music unit that focuses on creativity and experimenting with musical ideas and motifs to increase confidence and teamwork.
- **KS4 Music:** *Live Music Performance* – Through the planning, production and evaluation of their own live performance the students are creative, independent and improve their personal music skills.
- **KS4 Drama:** *Shakespeare* — our studies of various Shakespearian plays give students many opportunities to discuss and explore spiritual issues.
- **Extra-curricular:** Arrow Vale takes part in the vocal pyramid, including the Redditch RSA Academies which helps the students to develop confidence in themselves. The students also lead on creating an annual musical, two showcases and a young performer's evening, which develops their confidence. This includes the celebration of Christmas.
- **Band Performances** – Arrow Vale students are very lucky to take part in many different reward events including watching a variety of emerging artists at the point of launching their career.

Moral development:

Moral development in the Performing Arts department involves developing an understanding of what is universally right or wrong. We cover this from several angles and perspectives covering prejudice and other moral dilemmas.

- **KS3 Music:** *Teamwork* – the students will work in groups in the class in many topic areas and they will need to work well as a group by putting differences aside and focusing on teamwork.
- **KS3 Drama:** *Blood Brothers* – this play explores the moral/social issue of a class divide and the decisions its characters must make.
- **KS4 Music:** *Live Music Performance* – students can choose music to perform that covers a wide range of situations and the students need to explore these emotional connections to ensure they perform the music to a high level.
- **KS4 Drama:** *Macbeth/ Antigone* - Through exploration of this play, students reflect on the choices of the characters and the consequences that they must face.

Social development:

Social education in the Performing Arts department is a key focus, looking at how to develop the students into mature, confident, young adults. Every piece of work completed within the Performing Arts department looks at the social impact or development of different events, decisions or pieces of work.

- **KS3 Music:** *Teamwork* – the students will work in groups in the class in many topic areas and they will need to work well as a group by putting differences aside and focusing on teamwork.
- **KS3 Drama:** *Introduction to Drama* – students explore new concepts and idea on theatre, and they develop their social skills.
- **KS4 Music:** *Live Music Performance* – Students perform at live music events such as concerts and assemblies, which are important social events on the school calendar.
- **KS5 Drama:** *Drama in the Community*—students devise and perform a piece of Drama to a group within their community, which explores cultural issues.
- **KS5 Music:** *Leading a Music Making Activity*—Students lead a music making activity with students from a feeder Middle School.
- **Arrow Vale Radio:** The school radio is a student-run group that helps prepare students for working in the media industry. Students develop social skills in speaking, listening and general business skills.
- **Extra-Curricular Clubs:** Music and Drama extracurricular clubs give students the opportunity to socialize and collaborate with students from other year groups.

Cultural development:

Cultural education in the Performing Arts department involves exploring styles of music and theater which students may not otherwise experience.

- **KS3 Music** – *instruments of the orchestra*—Students study the instruments of the orchestra and listen to extracts of Classical music.
- **KS4 Music** – *Musical Knowledge*—Students study the history of Pop Music, starting with how Blues Music was influenced by the slave trade.
- **KS5 Music** – *Leading a Music Making Activity*—Students lead a music making activity with students from a feeder Middle School.

- **KS3 Drama** – *Blood Brothers*- Through exploration of this play, students discuss the issues of nature vs nurture, and issue around class.
- **KS5 Drama** – *Shakespeare*– students research the cultural background of Shakespeare, how this influenced his writing of the play can still relate to a modern audience. Students practically explore moral themes such as greed, isolation, rejection and the right and wrongs of human conflicts.

Performing Arts Promoting British Values

Drama

Students are exposed to work each lesson which enables them to develop their self-knowledge, self-esteem and self-confidence. This is a vital objective within the Performing Arts Faculty as we endeavour to develop students who are confident with themselves and their values to ensure that they create performances that reflect this achievement.

In KS3 Drama, the students look at a scheme of work that analyses the law system through exploration of the topic 'human rights'. The students are put into role play scenario's which make them consider their views and the views of others in a safe environment. This scheme of work develops students to have an appreciation for other beliefs and cultures within Britain and how to live in a harmonious fashion.

The students are also challenged with many social and political ideas throughout their exploration of the subject at KS4 and 5 which enable them to understand the development of the country and how people have shaped the society we live in.

Music

In KS3 Music students are encouraged to work closely in teams and must respect each other's opinions to ensure successful teamwork is achieved. Students explore a variety of musical cultures which broadens their viewpoint and encourages them to be respectful of other cultures and beliefs.

In KS4 Music students are taught about the modern music industry in Great Britain. This is particularly important as the KS4 RSL course aims to prepare the students for the modern music industry through vocational activities and assessment.

In KS5 music students explore the development of British Popular Music since the 1950s to the present day which gives students an insight into British culture and values. This is particularly important as the KS5 RSL course aims to prepare the students for the modern music industry and further music specialised education.

Performing Arts

Students are required to work in a harmonious and purposeful environment in Performing Arts on a lesson by lesson basis so the students learn quickly the skills to work collaboratively to create a fair and safe working environment which they can then apply to their life outside of the classroom.



PHYSICAL EDUCATION

Our department is proud to deliver all our lessons with a clear focus of 'The Spirit of the Games Values' which focuses on personal excellence through competition. The six values are passion, belief, respect, determination, honesty and teamwork. These values were developed by young people to identify what the experience of school sport should be built around. These values have been successfully applied to all our lessons to develop a range of behaviours, qualities and interpersonal skills with our students based on sporting experiences, scenarios and attitudes. 'The Spirit of the Games' supports and is underpinned by the schools SMCS statement.

Spiritual development:

During the range of activities that students participate in, whether core PE lessons, exam subjects or extra-curricular PE sessions students develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Students are consistently encouraged to use their imagination and creativity in their learning and showcase a willingness to reflect on their experiences.

Year 9:

- Key stage three, gymnastics and trampoline lessons allow students to be creative in sequences and choreography
- Through the medium of Dance – Expressing personal, emotional and spiritual concepts through dance.

Year 10 :

Outdoor and adventurous activities students have the opportunity to use imagination to solve problems.

Year 11:

Yoga lessons in core PE

Additional activities for all years including extracurricular clubs

- Students complete a coaching unit in BTEC Sport, supporting student's discovery of themselves and others
- Units of work focusing on Team building – Motivation, determination and character building

Moral development:

PE in general teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. In every lesson student abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.

The concepts of self-discipline to excel are essential. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.

- **Year 9:** Sports leadership academy, delivering sport to KS2/3 following school games expectations understanding rules and regulations in sport and implementing these in lessons.
- **Year 10 & 11:** Concepts of right and wrong and learning sportsmanship, demonstrating these in lessons are keenly developed in Core PE
- **Sixth form:** Level 3 BTEC Sport consists of applying for jobs within the sports sector

Additional activities for all years including extracurricular clubs

- Praise postcards regularly sent home
- Rewards events – Sports Awards
- Leadership Academy
- Sports Relief
- During Sports Festival students create banners and house chants that are respectful and competitive. They also support each other's within their house to complete tasks.
- Students give up their free time and put in a lot of effort to support others.

Social development:

Students in PE use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic, and socio-economic backgrounds. The willingness to participate in a variety of social setting, cooperating well with others and being able to resolve conflicts effectively. An interest in, and understanding of, the way communities and societies function at a variety of levels.

In lessons: Many practical lessons provide students with the chance to lead warm-ups, skill practices and officiate games to enhance social skills.

Sports teams and activities

- Sports activities and teams ran at lunchtime and after-school focuses upon developing students' social skills such as meeting new people, communicating with others and how to communicate with adults i.e., referees.
- Team captains are integral to our sports teams, liaising with everyone in the team and often having to speak and work with the opposing teams from all over the country. Students not only play against other schools within the Region but also nationally

Year 9 teams and tournaments	Year 10	Year 11	Sixth form
Badminton	Handball	Football	Sixth form football teams
Football	Football	Basketball	
Basketball	Badminton	Netball	
Netball	Basketball	Athletics	
Rounders	Rounders	Rounders	
Athletics	Netball	Cricket	
Rugby	Rugby	Rugby	
Cricket	Athletics		
Handball	Cricket		

Additional activities for all years

- Change4Life sports club
- SPORTS FEST!
- Regional and national sports competitions – e.g. Anti-racism week – all students
- Sports Leaders organise, manage and run various sporting festivals throughout the year.

Cultural development:

The PE department encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

- **Year 9 - 11:** Through Dance in Years 9 -11 – expression of different cultures for example Bollywood, Salsa and Lindy hop
- **Sixth form:** Learning about different cultures and beliefs in our Level 3 courses
- **Additional activities for all years including extracurricular clubs:** National School Sports Week provides students to taste many cultural aspects from around the world. During the week students taste different themed food from around the world, complimented with associated music.
- Introduction to sport from around the world:
 - Gaelic Football (Ireland)
 - Softball (America)
 - Volleyball (America)
 - Handball (Denmark, Sweden & Germany)
 - Tchoukball (Switzerland)

Physical Education Promoting British Values

Democracy: -Students get the opportunity to have their opinions heard both amongst their peers when discussing tactics and in the choice of topics to be covered. The latter is particularly evident in Y11 when students choose a pathway to partake in that best suits them.

Rule of Law:

- PE in general teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. In every lesson student abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.
- The concepts of self-discipline to excel are essential. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.
- Teaching students the rules and regulations of the game and enforcing these when a rule/regulation has been broken.
- Promoting the value of fair play and respect in abiding by rules & regulations.
- When students enrol on our coaching courses they learn about the rules of sports and how to ensure they are upheld.

Individual Liberty: Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe as well as students regularly overseeing warm-ups and cool-downs being responsible for their groups cardiovascular element and stretching.

Mutual respect:

- Students in PE use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic, and socio-economic backgrounds. The willingness to participate in a variety of social setting, cooperating well with others and being able to resolve conflicts effectively. An interest in, and understanding of, the way communities and societies function at a variety of levels.
- Respecting students' different abilities and the calls/judgements made by officiators
- In team games and discussions, ensuring all students' opinions are heard and valued

Tolerance of those of different faiths & beliefs:

- The PE department encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Through Dance in years 9 -11 – expression of different cultures for example Bollywood, salsa and lindy hop
- In Health and Social Care lessons students explore how the effect of religion affects people's perceptions others.
- In GCSE PE and A Level PE student learn how many different factors influences people's participation in sport – these factors include religion and personal beliefs



PSYCHOLOGY

In Psychology we are focussed on people and their relationships and as such we are well placed to contribute to students' Spiritual, Moral, Social and Cultural education. In every lesson across the Faculty, students are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. Teachers encourage students to discuss and debate controversy outside the classroom. At times this is in a formal setting like educational visits or homework, but also, we expect the study of psychology to affect positively the way students live their daily lives. We encourage young people to enquire, consider and question in lessons and beyond.

Spiritual development:

In the unit on Social Influence students develop their understanding of the nature of human interaction. Students research how Social Change occurs, using the Snowball Effect and apply to recycling, breastfeeding, smoking and historical social change. This unit not only improves their understanding but gives them tools and techniques to further their own social skills, explore social issues and cohesiveness within society. In studying obedience, links were made with the aim of the study investigating why Nazi Germans were obedient during the Holocaust and whether Americans showed the same characteristics. We consistently look at behaviours are acceptable in one country and not the next; Why are rates of eating disorders so high in western countries? By looking at different society's students can evaluate how generalisable research is to the real world. The study of Attachment is a central part to Psychology in Year 12 and in this unit, students develop an understanding of how and why relationships develop in different ways and with varying degrees of success. This allows students to reflect on their own and others' attachments and develop a greater awareness of their behaviours related to this.

Moral development:

In every lesson, students are encouraged and obliged to act with respect and dignity. Typical and atypical behaviours and attitudes are a consistent part of the subject and as such a tolerant, open attitude is required from all students. This approach then reduces superficial judgements students make of themselves and others. The argument of what is right and wrong; a recurring theme in ethical issues of psychological research. Students consistently test and consider what it is to be ethical. In terms of science, as well as the wider context of case studies and real-life events that we consider; Nazi Germany and the Holocaust, Abu Ghraib, Suffragettes, etc. Theory of moral

development, stages and how we can further our **own moral development**. When we study Kohlberg and his theories of development, we not only study morality within our society, but within ourselves. This lesson students can assess what Morality is and how we determine morality by examining social norms. Lessons on social influence focusing solely on the events that led up to things such as the Holocaust and looking at how the actions of the few can have massive effect on the majority in minority influence or obedience. We discuss the morality of those who claimed to be obeying a higher force as justification for their own actions. Moral issues surrounding abuse; physical, psychological, drug use and addictions are key to year 13 psychology and students consider the use of medicine in treatment and the cost of these.

Social development:

The Humanistic approach to Psychology provides students regularly with opportunities to consider human nature and an individual's perception of self. The topic of Cognitive psychology is looking at how a **set of beliefs affects a person's behaviour**. Specifically, when studying the cognitive approach students learn about how thinking and cognition directly affects how we behave in everyday life. By looking at how beliefs affect our behaviour we can better understand religious beliefs as well as others. We Investigate religious examples in terms of conformity. For example; In our lesson on Obedience we look at differences between catholic and protestant Christians in terms of obedience. In Psychology students' study and understand others from a broad range of situations; specifically, in terms of mental illness, Students learn about and develop an understanding of how individuals' lives are affected by mental illness and how we can learn to manage and treat mental illness. Within the topic of abnormality students increase their understanding by learning about how real people are affected by mental illness, which also links back into how thoughts and beliefs can affect our behaviour. Students also study the cognitive approach and learn about how changing how you think about things can improve self-esteem, confidence and quality of life. Students are also given time and space to create their own thoughts and opinions on these topics.

Cultural development:

In year 12 we look at cross cultural studies in attachment where we consider what attachment looks like in different countries and cultures. Within the topic of Social influence, we look at behaviours and thoughts of both the individual as well as societies all over the world. We are always evaluating research in terms of its sample- gender, age, race, religion, sexual orientation, etc. Within the year 13 issues and debates topic we discuss gender and cultural stereotypes and issues of – androcentricity, gyncentricity and ethnocentricity. Consistently challenging cultural stereotypes of how societies perceive mental illness and evolve their understanding of people affected by mental health issues.

Differences in culture are important in any areas of the subject, for example in understanding collectivist and individualist societies which

recognise alternative traits and behaviours as 'normal'. We also consider human achievement in different cultures- understanding how different

cultures may still have prejudices against- women; glass ceiling effect, Homosexuals; right to marriage, racial issues surrounding employment.

All these factors affect people's lives daily and by looking at these we increase the students understanding of the topic.

Psychology Promoting British Values

Psychology subject is dedicated to promoting common British values and by its very nature, the subject demands regular exploration of moral, legal and cultural issues. Knowledge of and respect for British institutions and values is thorough in Psychology lessons, for example in a wide-ranging study of conformity and obedience in different cultures.

All teachers actively promote tolerance and harmony in lessons, and there are many opportunities that allow for this to arise across the programmes of study.

One of the central aims is for students to learn about themselves and the world around them so that they become active and engaged citizens. In class too, students explicitly consider their role in society.



SCIENCE

Through the effective use of the TEEP teaching and learning cycle and the explicit use of TRICS to develop student's personal teaching and learning skills, science offers a wide variety of SMSC opportunities.

Spiritual development:

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.

It is also seen more often that science can stand alongside the spiritual beliefs of many. This is looked at often from a neutral standpoint within science lessons.

Experiencing awe and wonder

- The impact of waves (Tsunamis and Earthquakes) in Physics
- Evolution in Biology
- The Big Bang Theory in Physics
- The development of the periodic table in Chemistry
- The miracle of birth in human biology
- Synthesis of medicines and drugs (Chemistry A Level Science behind fireworks (Chem))

Exploring the values and beliefs of others

- The use of stem cells in reproductive research and the cure for inherited diseases
- The morality of blood transfusions and transplants for some religious groups
- Genetically modified organisms
- The impact of pollution on our planet
- The anti-evolution movement (creationism)
- Impact of historical scientists on current Scientific thinking
- The Impact of different energy resources on our planet

Understanding Human feelings and emotions

- The impact of drug misuse
- The impact of alcohol and other drugs on individuals, families and society
- Human behaviour and psychology

Using imagination and creativity in learning

- Students develop speaking and listening skills
- Presentation skills
- Creative learning tasks school as designing science-based board games and Joule Island
- Using descriptive writing to elicit emotion and feelings

Moral development:

Our understanding of Science has allowed us to develop technology we couldn't have imagined 50 years ago. Now however, we must start deciding if we should we do all the scientific activities we are able to or morally should we decide not to. This can be as simple as should we test medicines for humans that could save lives on animals causing them cruelty. It could be as complex as should we allow somatic or germ line cell therapy. Moral development is a vital part of any scientist's development. Students will need to develop a good understanding of it to firstly pass exams which always comprise of ethical questions but more importantly to become a good rounded scientist.

Investigating moral values and ethical issues

- Human impact upon our planet and environment
- The ethics of human organ transplantation
- The debate on the use of alternative energy forms (impact of wind farms or the use of biofuels)
- The safety of nuclear fuels and reactors.
- Quarrying limestone in our countryside's.
- Use of alternative fuels
- Impact of recycling
- How to make informed decisions for which everyday items to use based upon their environmental impact assessment.

Recognising right from wrong and applying it:

- The use of biotechnology
- Farming – are we dependent on monocultures?
- Deforestation
- Animal rights
- Environmental impact from using crude oils
- The use of farmland for biofuels instead of food.

Understanding the consequences of their actions

- Staff role model the behaviour expected from their students
- The legal aspects of drug abuse
- The growing impact of rising obesity levels in Western Society
- The use of chemical based fertilisers on land – eutrophication
- Human impact on ecosystems
- How choice of energy resource can impact future generations and habitability of an area
- Why the law penalises alcohol use when driving.

Social development:

Science is changing our society. The life expectancy is getting larger, people are driving more efficient cars, more and more people are putting solar panels on their rooftops. Our society has become dependent on scientific developments which we could not have foreseen 50 years ago but also our lives are likely to change significantly in the future because of our reckless damaging activities to the environment as a human society. Students must consider their impact on the world around them and start to look at what we can do to help the next generation have a habitable planet.

Developing personal qualities and social skills

- Listening to the viewpoints of different scientific groups and politicians
- Developing the ability to take a full and active part in lessons
- Developing medicine (trials and Synthesis making drugs)

Participating cooperatively and resolving conflict

- The nuclear debate pro and cons
- Fossil fuels v biofuels
- Should we colonise Mars?
- Teamwork within science practical's

Understanding how communities and societies function

- Limestone quarrying
- Laws relating to drink driving
- The law in UK relating to euthanasia compared to European laws
- How science is portrayed in the media (Science in the news)
- Use of Polymers and recycling

Cultural development:

Scientific development comes from across the world, from people of all backgrounds and cultures. Some of science's most important discoveries have come from other parts of the world and it's important for students to understand this as many believe that progress comes largely from the UK or America. It is also important to understand how the different cultures around the world different impacts on the planet and what impact more economically developed countries can 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.

Exploring, understanding and respecting diversity

- Understanding genetic variation
- Plant and animal biodiversity
- Classification and ecology
- Extraction of metals around the world (copper, iron, aluminium and titanium)
- Extraction distillation and processing of crude oil.

Participating in and responding to cultural activities

- Celebrating Space
- Big Bang Theory
- Changing ideas about the universe
- Transplantation tourism, selling eggs & Sperm
- IVF
- Growing life in a beaker
- Chemistry of fireworks
- Use of limestone
- Using surfactants
- Production of ammonia
- Impact on cultural and world food shortages

Understanding and appreciating personal influences

Celebrating the role scientists have played in our society. For example, the influence of:

- Newton
- Darwin
- Mendel
- Mendeleev
- Galileo
- Curie
- Kepler
- Boyle
- Herschel
- Franklin
- John Walker
- Dalton Newlands
- Semmelweis
- Jenner
- Weismann
- Lamarck
- Pasteur

Science Promoting British Values

In Science, we strive to promote British values by integrating them throughout teaching. Whilst we teach each science as a separate discipline, our underlying values are present throughout.

In Biology, the main areas that are developed are:

- Enabling students to develop their self-knowledge through variation, genetics and inheritance
- Recognising right and wrong through a deeper understanding of drugs, alcohol and the need for legislation
- Accepting responsibility for their own behaviour through the human impact on the environment, particularly global warming.
- To acquire an appreciation of their own and other cultures by debating different theories of evolution and creationism.
- Respect for public institutions and services, e.g. the NHS and organ transplants, IVF and Stem Cell research

In Chemistry, we identify:

- Right and wrong through processes of water purification
- Understanding the consequences of our actions and how communities' function by debating the impact of quarrying, comparing fuels for power stations and the mining of metals.
- The cultural development of science is demonstrated by the evolution of scientific ideas such as Wegener's theory of continental drift.
- Evaluate importance of recycling and the use of alternative fuels.

In Physics, students are taught to:

- Encourage respect for democracy by investigating the right and wrongs of nuclear weapons and the use of different energy sources for power stations.
- That the law protects citizens by ensuring adequate safety legislation is in place, with a focus on Nuclear.
- Experience awe and wonder at the different theories on the origins of the Universe
- Explore the moral and ethical issues surrounding Biofuels, nuclear and fossil fuels
- Challenge of accepted ideas
- Use of science in the legal systems.