 Sir Christopher Hatton School

Providing for pupils’ spiritual, moral, social and cultural development – Whole School audit

L. Kenney July 2014 update

**April 2004**

#### Providing for pupils’ spiritual, moral, social and cultural development

The 1988 Education Reform Act began as follows:

*'The curriculum for a maintained school (must be) a balanced and broadly based curriculum which —*

*(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and*

*(b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.'*

The spiritual, moral, social and cultural elements of pupils’ development are inter-related with much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society, and cultural understanding. However, it is useful to track their delivery separately across the school’s provision in order to ensure clarity of understanding and consistency of delivery. This booklet supports schools as they review their existing provision and plan for future developments.

The starting point is how well the school provides an environment in which pupils’ spiritual, moral, social and cultural development can flourish. The climate and values of a school may be evident from the moment one enters it: whether it is welcoming, keen to help the visitor, and proud of the achievement of those who work and learn there.

Is there a drive for learning and respect for reflective responses?

Other pointers include:

* the values projected by staff, governors and pupils;
* the relationships it encourages between pupils and staff and between pupils;
* the way staff address each other and pupils;
* the way pupils address and care for each other;
* the way disputes and dissent are dealt with;
* the quality of the physical environment;
* the range of opportunities provided by the school outside the formal curriculum;
* the relationships developed by the school with the wider community; and
* the tone and content of material published by the school.

In addition, some activities will be consciously planned to contribute to pupils' SMSC development; for example, activities such as assemblies, acts of collective worship, extra-curricular programmes and lessons in PSHE, citizenship, careers education and guidance, SRE and drug education. There will also be important contributions from National Curriculum subjects.

Inspectors and other evaluators will draw on all these sources and more, when reaching judgements about the quality of pupils' SMSC development and what the school does to promote it.

##### Spiritual Development

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil’s 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

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| Question | In Place | **Evidence – Academic** | **Evidence – Pastoral/WC** | **July 2014 update**  **Academic** | **July 2014 update**  **Pastoral/WC** |
| * Do pupils explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives? | Yes | * Science (NS) - SOW at KS4, focusing on difference and beliefs surrounding Genetic engineering, Stem cells and evolution. * MFL (SS) - Year 13 German SOW – one of the topics is foreigners and integration, and the way their religious beliefs differ from Christian Germany. * RE (HM) - Pupils explore a wide variety of religious beliefs, including all of the world’s major faiths and secular views. The focus of assessment at KS3 is the impact of belief upon people’s lives, and one of the foci in KS4 is the impact that individual values have on people’s lives.   SoW KS3, KS4, KS5, Assessment criteria KS3, KS4   * English (CR) - Various SOWs, including ‘Millions’ that explores Catholic Saints and childhood grief; ‘Macbeth’ deals with witchcraft and loss of religion. * Business (JC) - Students explore values in Business. How to operate ethically, the laws and regulations around business such as recruitment law, trading standards, accounting law, marketing law with an impact on the business and their owners / shareholders.   Debates on the impact of business decisions on the stakeholders, and the contrasting views of stakeholders are a key topic at level 3 BTEC.  6th form enterprise set up their own business and are required to run it ethically.  The year 9 enterprise ran a project based around the impact of crime and race hatred.   * DT - KS4 (SW) – Sustainability Modules in Graphics and RM students find out about cultural issues and beliefs and consider these factors when designing.   In Textiles controlled assessment – it may be something they consider, in the different clothing beliefs/headscarves etc., colours of mourning clothes.  Hospitality and Catering – we discuss different diets of different religions throughout the course.   * Geography (CP) – In year 7 Students study Kenya and explore the lives of the Maasai and how they live. In Year 8 and 9 students study the rainforest in Brazil and the indigenous people who live there. * History (PG) – Schemes of work (Y8-Empire). The lessons cover the implementation and legacy of the British Empire. Elements include racism, religion and societal consequences. Lesson obs. * Media (P Gibson) - Looking at impact of religion on Japanese culture in FM4 World Cinema unit (A2 Film Studies) * ICT (AM) - In year 7 pupils will look at areas of conflict and natural disasters in Africa. Students will create a map of the continent hotspots to which will allow the viewer to explore the area, and the issues in this area, and the history behind it. In order to provide the user with relevant information the pupil will need to have spent time exploring and researching the continent. In year 8 pupils create a school newspaper, to compete with the school newsletter. To research this they will need to research and create articles to include in their offering | * G and T (PB) - Year 5 and Year 7 family challenge evenings are themed at Egyptian and Roman theme and include understanding of religion and beliefs that support this. * Pupil Voice (WM) - Student council meeting and discussions * Life Skills (KG) - Human Rights; equality; marriage and other relationships; family types; anti-bullying | RE(HM): Unit names have changed throughout RE as exam board changed so equality and ethics are not studied in a unit. (Everything in red is not covered- green has replaced it)   * Science (NS): New year 9 andKS3 SOW has an increased emphasis on values and beliefs of different cultures. This includes looking at energy resources as well as genetics at KS3. * Business (AP): We have done an entire research project in A2 business studies on businesses operating in China and looked at the values and beliefs as well as the laws and restraints of operating in this fast growing economy. * English (CR): In Y12/13 we look at faith in The Color Purple and explore a wide variety of Christian poetry in Literature * Geography (CP): Still completed in year 7, also discuss this in more detail during the Bridging the development gap unit at year 12. | • (AP) Stonewall Education for All – 3 students taken to specifically train as peer buddies for LGBT students.  • Stonewall training for setting up youth groups for LGBT support students. Networking for local LGBT youth groups (Lowdown)   * Sixth form: Lifeskills presentation and workshop – Prevent - Keeping Young People Safe – Year 12 & 13 * Lifeskills (KG): Prevent |
| * Do we encourage pupils to develop a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour? | Yes | * RE (HM) - There is a focus on the first topic of Unit 1 at KS4 on moral codes, their origins, and pupils developing their own. Assessment throughout the year at KS4 includes an element whereby pupils have to think critically about their view toward moral and ethical issues, as well as philosophical questions. At KS3, there is a move toward the development of values, and this is something already present in certain elements of the KS3 SoW, SoW KS4, KS5, Assessment criteria, part e) questions, KS4   SoW KS3 (OPD, Christian Ways of Life, Should Doctors Play God?)   * English (CR) - ‘Stone Cold’ explores the moral issues surrounding those who are homeless and our attitudes towards them. ‘The Curious Incident of the Dog in the Night Time’ explores autism and that view of the world. * DT (SW) - Health & Safety rules are explained and set at the beginning of both KS3 modules and KS4 in RM this is taught explicitly.   *Evidence: H&S page in KS3 booklets, H&S agreement at the start of KS4.*  Departmental expectations are displayed and discussed at the start of the lesson. These are referred to throughout if needed. Expectations are set but students are also encouraged to make the right choice. Sanctions, HP’s and praise are used to support these.  Textiles on going in all years, discussion and thoughts about where fibres come from and whether we should shop in places like Primemark – is the fibre fair-trade – whole class discussion led by teacher at the beginning of KS3 modules and something that is of on-going consideration throughout GCSE   * Geography (CP) - Students study a range of issues such as deforestation in year 8 and 9, globalisation in year 8, 11, and 12; these topics explore some issues at a local and global level that affect their views and can with some student’s impact on their behaviour and values such as their attitudes to recycling. * ICT (AM) - In year 12 pupils studying the Applied ICT course take the time to look at the “Digital Divide”. This is an investigation into the gulf between those that can and will use technology to enhance their lives, and look at why there are those that cannot or will not use technology. Some of the areas they explore will be cultural and social, as well as economic. | * SEN (SL) - Observation of Breakfast and lunch club: daily. Record of attendance books. * DOY 8/Nurture (GP) - Circle time nurture group. IEP target setting nurture group, SLT assemblies * DoY 6thform (JP) - VI Form Code of Conduct * DoY 11 (BB) - House system and the way in which teachers are role models * Life Skills - Human Rights; equality; marriage and other relationships; family types; Expect Respect; * House System (DB) - Using the house system we encourage the values of teamwork, charity and being helpful. Students participate in a number of House events and competitions encouraging teamwork and fair play. During each assembly the Heads of House celebrate the hard work, team work and fair play of all the participants. During the course of the year students support charities through fundraising and events held by house teams. These have been supported well by staff and students alike. | * Cooking and Nutrition (CP) : We consider environmental issues and encourage the use of ingredients from of sustainable farming methods, such as Assured Tractor, Organic, Sustainable Fisheries, Fair Trade and using recycled or recyclable packaging. * MFL (SS): Challenge xenophobic comments and attitudes. * Geography (CP): Still completed – New KS3 National Curr. work calls for students to look at how China is influencing the world. | * Pupil voice (WM) - HAV Council members are involved in discussions of whole school behaviour policies. * Assemblies for all year groups * 6th Form (JP): Lifeskills presentation and workshop – Prevent - Keeping Young People Safe – Year 12 & 13 |
| * Where pupils already have religious beliefs, do we support and develop these beliefs in ways which are personal and relevant to them? | Yes | * Maths (AM) - Real-life problem solving skills. * RE (HM) - Pupils are encouraged to consider their own religious views and how it relates to issues on the essay elements of KS4 questions, and are encouraged to relate them to issues within the subject. An environment is also encouraged whereby pupils are encouraged to openly compare their views to those of others, and consider how they relate to the topics studied. SOW KS3, KS4, Assessment criteria, part e) questions, KS4 * English (CR) - We encourage open and frank discussion in a safe and supportive classroom environment. * Art (JS) - Pupils are encouraged through elements of projects based around self, and who they are. * DT (SW) - In verbal discussion if this relates to aspects of the lesson, then people’s beliefs are taken into consideration.   Food Technology/H&C - Substitute food ingredients where necessary at all Key Stages   * PE (JH) Individual requirements are catered for within lessons. * Geography (CP) – There are many opportunities in discussing places that explore student beliefs and which develop and explore their own beliefs e.g. Population at GCSE | * DoY - (SF) - Reflection room, communication with parents re fasting. | * RE(HM): Assessment criteria, part d) only questions, KS4 | * DOY (AP) – Discussion with form tutors in FT meeting with regards to fasting students. Dissemination of information to whole form groups so all students are aware. * DOY (SDS): Behaviour ladder, assemblies (prison – what’s it like?) * 6th form (JP) Lifeskills presentation and workshop – Prevent - Keeping Young People Safe – Year 12 & 13 |
| * Are pupils able to express their values and beliefs openly and honestly, demonstrating respect for the values and beliefs of others? | Yes | * MFL (SS) - Year 13 German SOW – one of the topics is foreigners and integration, and the way their religious beliefs differ from Christian Germany. * RE (HM) - Pupils agree to class expectations in the first lesson of a class, and these are enforced to ensure a safe learning environment. Pupils are also encouraged in various areas of the curriculum to be considerate of the views of others. Back of exercise books, SOW, KS3, KS4 (Homophobia, Equality) * English (CR) - We encourage open and frank discussion in a safe and supportive classroom environment. * Art (JS) - Feedback to each other in class about their work Frequent debates in multiple lessons across Key Stages. SOW (Y9 Holocaust). Students are encouraged to discuss controversial and contentious issues in an open forum. Examples include the culpability of German society for the Holocaust * DT (SW) - Students are encouraged to generate a range of design ideas in-line with their cultures in the ‘T Light Holder’ project in Year 9 RM. *Evidence: Brainstorming cultural issues and links.* Students are encouraged to share their opinions in class discussions and when reflecting on the work which has been carried out. This could be verbal discussions or recorded in students feedback sheets – Teacher, self or peer. Any misunderstandings are addressed. * PE (JH) – Open ethos is apparent between members of staff and students where pupil’s opinions and values are considered to be of importance. * Geography (CP) – Students are taught to discuss their views and beliefs in context and respect each other’s in a range of topics such as ethical trading, fair trade and global warming (KS5). * History (PG) – * Media (P. Gibson) - Positive environment where group discussion is encouraged * Drama (NB) - Pupils express their beliefs in every lesson that they work as part of a group, especially when devising Drama. This mainly takes place in KS4. * ICT (AM) - Self-expression is a key element of ICT. Throughout a pupils career they are expected to reflect on their learning in the form of self-evaluation, as well as providing feedback to others, taking account of the student they are relating to. In these sessions pupils are reminded that they are expected to treat others as they would like to be, and that they must respect others. | * G and T - Debating values and honesty form part of the sessions delivered with G&T groups during morning G&T cohort sessions. * J.B Bullying - We log use of inappropriate language on BW – I can provide data * Pupil Voice - Student council meeting and discussions * SEN (SL) - Observation of Breakfast and lunch club: daily. Record of attendance books. * DOY/Nurture (GP) - Circle time nurture=nurture group * Form time discussion * DoY 7 (SF) - Operate a fair and equal approach to all pupils and expect they are the same towards each other. * DoY 6th form (JP) - Road Safety Presentation – Year 12 * Life Skills (KG) - Ground rules established in lessons; observed via LW; Human Rights and equality; anti-bullying | * History (PG): Frequent debates in multiple lessons across Key Stages. SOW (Y9 Holocaust). Students are encouraged to discuss controversial and contentious issues in an open forum. Examples include the culpability of German society for the Holocaust. * Cooking and Nutrition (CP): Pupils are encouraged to develop recipes to reflect their beliefs from a religious or moral standpoint, including vegetarianism. * Nurture (GS): Presentations on own culture=nurture group * MFL(SS): The ability to give opinions, reasons and justifications are taught as a matter of course through all Key stages. * RE(HM): Religion and community cohesion * Science(NS): Questioning in lessons on beliefs of different ethnic groups and religious beliefs, in relation to gene therapy and research using animals | * HAV council meetings are open discussion forums where students discuss these issues and discuss alternative viewpoints and solutions to school wide problems and issues. * DOY AP – Restorative justice to deal with socialisation issues through mediated group discussion between victim and aggressor as a preferred method of pastoral support. * DOY AP – targeted assemblies for respect of all members of the student body based around sports personalities. * 6th form (JP): Lifeskills presentation – Amnesty International presentation – Year 12 & 13 |
| * Do we encourage pupils to explore and develop what animates them and others? | Yes | * Maths(AM) - Encourage pupils to bring own ideas particularly in design work * Science (NS) - Debates on stem cell research. * RE (HM) - Pupils are confronted with challenging and difficult concepts and ideas to give them an idea on what issues and themes animate them and others. SOW KS3 (Conflict, OPD, Christian Ways of Life), KS4 (Ethics 1, Ethics 2) * English (CR) - We encourage open and frank discussion in a safe and supportive classroom environment. * Art (JS) - Through the awareness of art works and discussions based around these, what do they like /dislike, and how do they understand it and relate to it. * DT KS5 (SW) - In Product Design we ask students to really explore what actually inspires them personally, as a group we discuss this look at how different people are spurred on by different things. *Evidence 1a* is a PPT of lesson where the plenary facilitates this discussion as well including videos that explore other people’s inspiration. * DT (SW) - In RM Students are encouraged to generate a range of design ideas in-line with what inspires them in the ‘T Light Holder’ project in Year 9. *Evidence: Video clip of people who inspire*.   In Textiles and Graphics through choice of product that they are going to make at GCSE – they need to consider the wants of the user, but are also encouraged to make something that will keep them engaged for the duration of the CA.   * Geography (CP) – Students are encouraged to explore the world around them through awe and wander. This is done extensively through KS3-5 with the use of photos in many lesson starters and can be seen on lesson plans and SoW. An example is tourism in year 8 and year 10. * Media (P. Gibson) - GCSE controlled assessment allows pupils to choose their own media texts for analysis and gives them autonomy in their creative choices. At KS5 students are encouraged to choose a research topic based on their own tastes and beliefs * ICT (AM) - In year 7 pupils create the newspaper, in which they explore the school around them, taking account of the similarities and differences of the wider school population. | * DOE - This can be addressed through the volunteering section of the Duke of Edinburgh Award. * SEN (SL) - Themselves – not so sure about others. Observation of Key working and Mentoring by SEN and LSZ staff. Some records of key-working meetings are available. * DOY/NURTURE (GP) - Presentations on own culture=nurture group * DoY 6th form (JP) – Range and scope of options in 6th form curriculum * Life skills (KG) - Active Citizenship; Careers education * Enrichment opportunities throughout the year enable students to try out new activities that interest them. | * MFL (SS): Student voice – trips abroad, work experience * RE(HM): Ethics 1, Ethics 2 not studied any longer.   Now focusing on Environmental and Medical issues, Matters of life and death, Marriage and the family)   * Business (JC): Students in year 10 are encouraged to make revision resources for their exam in a way that best helps and supports them – we also do this in year 12.   Year 13 Business do a research project and are encouraged to do their own research – they were very passionate and engaged in this and they have completed a lot of research, related this to theory and sourced many articles – students have enjoyed this. Tis year it was on business in china but next year it will be a different topic. |  |
| * Do we encourage pupils to reflect and learn from reflection? | Yes | * RE (HM) - There is a focus in success criteria in RE on reflection, and this is demonstrated in a large number of lessons. Reflection is also built into much of the KS4 work done on ethics, and much of the KS3 work, with a particular focus on way of life and inspiration. SOW KS3, KS4 * English (CR) - SOWs such as those mentioned above, often begin with a discussion which explores pupils’ attitudes, the end of the SOW has a similar discussion where we consider if, how and why our views may have changed. * Art (JS) - Pupils are encouraged to reflect on their work and the work of others in the class on a regular basis, drawing conclusions about their own and others work. * Business (JC) - Recruitment – they complete the interview process and reflect on their performance in the interview. Students also peer assess exam questions and respond to marking and feedback in order to improve Reponses. * DT KS5 (SW) - Students are always actively encouraged to reflect on their own work and that of others. Self and peer assessment if used regularly and it supports students in learning from this reflection. Evidence 1b Peer assessment task. Evidence 1c Self- assessment task. * DT (SW) - Students are encouraged to reflect and set targets for their practical work and evaluate what they have done to support future lessons. See feedback sheets KS3 & 4, KS3 booklets self-assessment against NC levels and also ‘think pair share’ is used. *Evidence: Self & peer assessment pages in the KS3 & KS4 modules, plus the marking booklet for controlled assessment.* * History (PG) - Berlin Trip (concentration camp). Pupils visit a concentration camp and are encouraged to reflect on their collective and individual experiences. * Media (P. Gibson) - Peer and staff critiques of practical work followed by individual target setting for improvements * ICT (AM) - At the end of each unit, pupils are given the chance to reflect on their work, evaluate their progress and feedback to others. This is a key component of a pupils work in ICT. | * DOE (WM) - Presentation section of the expedition allows students to reflect upon their achievements. Also after the practice expeditions students are expected to reflect in these lessons and use these in the next expedition. * G and T (PB) - Reflection is a key part of the TASC strategy which was taught by DP to approx. 50 teachers as part of the Unlocking AA\*DI Potential CPD session. * SEN (SL) - Key working and Mentoring by LSZ and SEN staff. Records of key-working meetings are available. * DOY Yr 8/Nurture (GP) - Responding to marking=nurture group * DoY 7 (SF) - Reconciliation and one to one sessions to support bullies and victim. * DoY/Form tutors – academic mentoring * DOY 11 - (SDS) - Assembly – inspiration, form lesson. * Reflection room is available for students to use and some do so for religious purposes. | * History (PG): Y8 SOW (Industrial Revolution) – students reflect on the impacts of industrialisation and social change e.g. crime in Victorian England. * MFL (SS): Through use of plenaries and self –reflection * Business (JC): We have introduced a response to feedback sheet in year 9 business and year 12 BTEC Business. Students in AS and A2 also peer assess and mark others exam responses against the mark scheme and following feedback are encouraged to re do questions that they did not do well Year 10 finance exam – peer assess using NSWER BOOKLETS AND PROVIDE FEEDBACK TO ECH OTHER   Year 9 – lots more peer and self-assessment introduced using formal cover sheets and levelled criteria. We did well on the making reviews with this. | * HAV Council reviews their progress within meetings to encourage reflection on successes. * Student Voice focus groups led by 6th formers encourage groups to discuss and reflect upon successes and areas for development within the school. This reflection is then used to develop further practice. Eg Year 8 History SoW focus group. * DoE (WM): Practice Presentations allow for enhanced delivery in this area * Lifeskills (KG): Progress Booklets adapted f0r 2014 2015 |
| * Do we give pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful? | Yes | * MFL (SS) - Year 13 German SOW – one of the topics is foreigners and integration, and the problems which these foreigners and politically persecuted face. * RE (HM) - Pupils are given the opportunity to consider human feelings and emotions toward a variety of issues, including medical ethics, human relationships and religious experiences. This is included in assessments at all key stages. SOW KS3 (Religious Experience), KS4 (Human Relationships, Medical Ethics), KS5 (Euthanasia), Assessments – Religious Experience * English (CR) - Most of the texts taught across the key stages deal with issues of a person is somehow at odds with, or excluded from society. Built into the learning discussion are ideas of empathy and understanding different perspectives. * Art (JS) - This is looked at through the critical and contextual side of the curriculum, through the work of artists and their interpretation and understanding of a variety of works of art and how they can influence their own art work. This is 2o/80 marks at GCSE and is also an element in lower school project which follow a similar balance. * Drama (NB) - Pupils are given the opportunity to understand human feelings and emotions through work on characterisation in Year 7 and also a Year 8 SoW based on the Rhys Jones murder. During the scheme, we explore how the family feels and also explore what makes the gang members tick, giving pupils a well-rounded understanding of the impact of actions. * DT KS5 (SW)- Through the ‘inclusive design’ task students are asked to explore how they feel about the products, they are put in a position where by they explore the physicality’s of their emotional response to using the products, with a particular focus on frustration. Evidence 1d Inclusive lesson PPT. * DT (SW) - Verbal discussion with students. For example: If a student has been rude to class teacher, teacher will discuss towards the end usually in the form of questioning to make the student aware of their behaviour and what is wrong and right. * Media (P. Gibson) - The study of film and, particularly the Emotional Impact topic at KS5 * ICT (AM) - In years 7 and 8 we have units on e-safety, in which we look at the ways in which technology can be detrimental to the user. We take the time to explore cyber-bullying in particular, and pupils are reminded that they must treat everyone with respect. Year 12 also spend time looking (as part of the Applied ICT course) looking at how ICT has shaped the world, the workplace and the effect it has on society. | * DOE (WM) - Volunteering opportunities undertaken by students participating in their Duke of Edinburgh Award include working in charity shops and in primary schools. These encourage young people to develop their empathy skills etc. * Bullying (JPB) - Peer mentor training - I can give a copy of the training notes and support pack * SEN (SL) - Protective Behaviours Intervention: BW entries. * DOY Yr 8/Nurture (GP) - Exploring grief in Billy the Kid (novel)=nurture group * Peer buddies for bullying * Life skills (KG) - Relationships education mapped form years 7 – 11 * House System (DB) - One of the main drives during the last four years with the house and rewards system is the notion of being ‘helpful’. All students had the opportunity of earning house points when they were helpful to staff and peers | * Nurture (GS): Exploring grief in Billy the Kid (novel)=nurture group * RE(HM): (Religious Experience Reason and Revelation), KS4 (Human Relationships, Medical Ethics Environmental and medical issues, Matters of life and death, Marriage and the family), KS5 (Euthanasia)   Assessments – Religious Experience Reason | * Involvement in the Send My Friend To School campaign encourages empathy and action on a global level. (HAV-WM) * Lifeskills(KG): Expect respect – Year 8   Prison Me No way (yr9); 6th form  Respect sessions |
| * Does the school have a climate or ethos within which all pupils can grow and flourish, respect others and be respected? | Yes | * Music (AM) - Ethos of respect within music performance at all Levels and Key Stages, but in the curriculum and extra-curricular activities * RE (HM) - Equality and respect are ideas promoted heavily in RE. At KS3, there is a focus on promoting the idea of tolerance and understanding of others, and using religious ideas to help oneself grow spiritually. At KS4, the unit on Equality promotes the idea of avoiding social injustice and showing love and respect to all, which is engrained within key teachings. SOW KS3 (Throughout), KS4 (Equality), Key teachings (KS4), Assessment and success criteria foci (KS3) * DT KS5 (SW) - A respective climate is generated in lessons and students are always actively encouraged to share their work and provide constructive feedback. This helps them to support each other and highlight relative success. Evidence 1b Peer assessment task. Evidence 1c Self- assessment task.   Students are also given extra-curricular opportunities to flourish and achieves. These include competition entries where our students have been very successful. Evidence 1e Starpack Competition success.   * DT (SW) - High expectations within the department with a clear focus on behaviour for learning. My expectations are displayed at the start of every lesson via PPT. Poster and displays in class room – ‘my expectations’, our character for learning and the schools behaviour policy. * Drama (NB) - “Aiming for Excellence in all that we do” is the school mission statement and as a staff, we push this message within our Drama lessons. In Drama pupils are encouraged to do the best they can to the best of their ability, knowing that everybody is different. Pupils are required to create respectful audiences when watching performance work and are also encourage to clap at the end of each performance. All pupils are given the opportunity to take part in the school production, regardless of experience or age and in this, are in a climate where they can grow and flourish. * ICT (AM) - As part of the peer evaluation process, pupils are encouraged to give others constructive, critical feedback. | * Behaviour in the school is a key drive to establish positive relationships and respect between staff and students. Students are encouraged and supported to respect their peers and the staff who work in the academy. Rewards are given in the nature of VIVOs which helps to create an ethos of respect. * The Duke of Edinburgh (WM) - Award promotes this ethos and allows individuals to be challenged and grow emotionally during their DoE journey. * G and T (PB) - A major part of the NACE AG&T framework is the development and celebration of success and a positive ethos within the school. * Bullying (JPB), (GS) - Behaviour watch records, anti-bullying reports * Pupil Voice (WM) - Student council helping with events * SEN (SL) - Observation of Breakfast and lunch club: daily. Record of attendance books. * DOY Yr 8/Nurture (GP) - Sophie Lancaster foundation promotion * DoY 6thform (JP) - Work experience – Year 12 House System, \*Head Boy/Girl\* * Life skills (KG) - Human rights; equality; responsibility; SRE; Expect Respect; PMNW * House System (DB) - **Heads of house and 6th form house captains reinforce the importance of respect within assemblies, competitions and house events.** We are award fair play during sports day. All events result in a MVP, Most supportive team and a fair play award. | * History (PG)-High expectations in classrooms. Lesson obs. * Re(HM): At KS4, the unit on Equality Religion and community cohesion promotes the idea of avoiding social injustice and showing love and respect to all, which is engrained within key teachings. * SoW KS3 (Throughout), KS4 (Equality Religion and community cohesion * Business (JC): We look at this in AS and A2 when looking at motivation HR and training the work force. We use case study examples for this. | * School Council have helped to develop behaviour policies to promote this ethos. * DOY (GS)- Sophie Lancaster foundation promotion * Lifeskills (KG): 6th Form sessions; Amnesty Int;   Red Cross; Expect Respect |
| * Does the school accommodate difference and respect the integrity of individuals? | Yes | * RE (HM) - Students are actively encouraged to develop their own personal opinions and use them to inform their answers. These answers and ideas are respected and valued equally in assessment criteria. Assessment criteria (KS3, KS4), SOW KS4 (Throughout) * DT (SW) - Differentiation – TA’s differentiated WALT’s, task, and activities. Class profile used to record specific needs these are then rotated within the department at KS3. * Drama (NB) - Drama is a subject that gives all the pupils the opportunity to be themselves in a safe environment. All pupils are different and within Drama lessons we are focused on ensuring that everybody gets an opportunity to have their own viewpoint. This is displayed in all devising schemes of work for each year group. | * G and T (PB) - Among AG&T we have identification for Gifted/talented/more able/exceptionally able and also do parent and peer nominations to account for and understand pupil strengths * SEN (SL) - Inclusion Quality Mark Statements of SEND * DOY Yr 8/Nurture (GP) - Equality and gay rights assembly * Life skills (KG) - Diversity Resources in RE; SRE; Mental Health and Wellbeing - Mental Health Awareness; Prevent |  | * DOY (AP): Stonewall education for all Conference – Mental Health and Wellbeing for LGBT students and creating an environment in which students feel safe to ‘come out’ * DOY (GS): Stonewall support assembly * Class profiles for all classes to support all pupils |
| * Do we promote teaching styles which: * value pupils’ questions and give them space for their own thoughts, ideas and concerns? * enable pupils to make connections between aspects of their learning? * encourage pupils to relate their learning to a wider frame of reference – e.g. asking ‘why’, ‘how’ and ‘where’ as well as ‘what’? | Yes | * Learning styles (JB) – records information on student learning styles these are shown on class profiles. Students are encouraged to use their preferred learning style and staff are supported through CPD and teaching practice to develop students by using their preferred learning styles to make the learning individual for the student. * All staff in the school are encouraged to use varied teaching styles which encourage students, focus on assessing learning, questioning takes place in all departments and this is enhanced by CPD workshops and shared teaching practice.   RE – (HM)   1. Lessons in RE focus very heavily on debate and the ability for pupils to ask and answer questions both amongst themselves, with staff or in a reflective and independent manner.  * SOW KS3 (OPD), KS4 (Throughout)  1. The philosophy section of KS4 is heavily synoptic, and encourages links between previous learning as well as key teachings and ideas.  * SOW KS4 (Philosophy 1, Philosophy 2) * Exam technique resources for Philosophy and key teachings resources  1. Pupils are pushed to identify causation and deeper ideas within all key stages. This is particularly effective in the philosophy elements of the course. SoW KS3 (OPD), KS4 (Philosophy 2), KS5 (Unit 1)  * English (CR) - We encourage open and frank discussion in a safe and supportive classroom environment. Pupils creating questions is an integral part of all SOWs. * Art (JS)- Recently through the outreach of the OTIP programme within the school (disseminated within the art dept. from JS, with impact being felt.) * Business (JC) - Varied lessons, Use of exam question structure sheet to enhance evaluation skills. Business and the wider environment studied both small and local businesses investigated a well s worldwide and global and their impact as well as what impacts on them. * DT KS5 (SW)- A range of learning styles are used in lessons to engaged students. Students always encouraged to use questioning and thinking time is implemented. Specific thinking skills and questioning techniques are taught. Students are encouraged to explore questioning through different task including the 5’w.s. Evidence 1f High Order thinking Skills lesson. * DT (SW) - Think, pair and share, Questioning students to check their progress and how they felt about the lesson, using effective AFL strategies. Evaluating work and the work of others exemplar works. Cross curricular use of numeracy in most lessons. Use of literacy in extended writing at KS4 – Catering Task 1 controlled assessment * Geography (CP) – a range of learning styles are used as shown on lesson plans and SoW. Questioning is a significant tool used in class particularly encouraging students to explore place using blooms what, where, why etc. (Kipling questions) * Media (P. Gibson) - Context is an integral part of media and film analysis. Pupils are always encouraged to discuss and make connections * Drama (NB) - Years 8, 10 and 11 take part in a scheme based on Theatre in Education where they are able to explore a wide variety of different topics and create a performance that educates a specified target audience about that topic. This allows pupils to ask questions about a topic and what would be suitable for an audience. They will also have to consider the best way to display a performance in order for the audience to be educated by it. It also gets them to ask the fundamental questions in order to structure a performance of why, how, what, where and who. * ICT (AM) - ICT as a subject is very diverse, and arguably, is the most rapidly changing on the curriculum. As such, ICT experts need to continue to learn, often from pupils. As such ICT classrooms often include conversations that relate back to individual pupil experiences. As part of these conversations/learning experiences pupils are encouraged to learn from each other, learning from mistakes, as well as giving them the unique situation of being able to inform a teacher on their subject. It is good practice in ICT to encourage exploration, within a safe environment, and pull together good and bad experiences. * History (PG) **-** SOW. Lesson obs. Efforts are made to ensure that different learning styles and approaches are frequently employed to ensure a holistic experience in and out of lessons. History mysteries are used to encourage questions. | * G and T (PB) - This is encouraged via the CD on Unlocking AA\*DI Potential CPD sessions…   Including adapting Blooms framework to develop questioning in their subject…  And strategies within the teacher pack on differentiation/KWL and TASC strategy which support this….   * DOY Yr 8/ Nurture (GP) - Cross curricular teaching=nurture * DoY 6th form (JP) – Range and scope of options in 6th form curriculum * Life skills (KG) - Use of open ended questions; discussion; enquiry and research | * Cooking and Nutrition (CP): All lessons include the opportunity for pupils to question, especially where there are concerns to animal welfare or parts of the animals body which we cook or handle. * Certain lessons now do DIRT for pupils to respond (English, nurture) * Maths (JM): Departmental marking policy encourages written dialogue between student and teacher. * Increased focus on “selecting and applying” an appropriate method, rather than simply following an algorithm. * MFL (SS): Differentiation of materials * RE(HM): The philosophy section of KS4 is heavily synoptic, and The topic Religion and community cohesion encourages links between previous learning as well as key teachings and ideas.   - SoW KS4 (Philosophy 1, Philosophy)  - Exam technique resources for Philosophy and key teachings resources.   1. Iii) Pupils are pushed to identify causation and deeper ideas within all key stages. This is particularly effective in the philosophy elements Believing in God unit of the course.  * SoW KS3 (OPD), KS4 (Philosophy 2 Believing in God), KS5 (Unit 1) * Business (JC): Use of writing frames for exam questioning   Use of starter where students write their own questions to ask others  In BTECs the tasks roll on from each other pass merit and distinction links to offer extension and extend learning.   * Geography (CP): On going – looking to improve the year 7 SOW to include further investigation. |  |
| * Are pupils encouraged to respect themselves and others? | Yes | * RE (HM) - Pupils are encouraged to show respect for others through the key religious teachings that they learn, such as “treat others as you wish to be treated”. Resources for key religious teachings (KS3 and 4) * English (CR) - All S and L activities begin with a reminder to respect ourselves and the views of other – a safe and supportive learning environment is essential in every English classroom. * DT (SW) - Department behaviour and lesson expectations.   *Evidence: Stated at the start of each module/lesson if required.*   * Geography (CP) – In studying a range of places it can involve exploring very diverse cultures and videos on some tribes such as the Matize are shown; students are encouraged to show respect to the people and how they live such as with body paint, piercings etc. * Drama (NB) - All pupils are encouraged to create respectful audiences and focus on the hard work that somebody has done every time they watch performance work. * ICT (AM) - As part of the peer evaluation process, pupils are encouraged to give others constructive, critical feedback. | * TOW – discussion of these often involves students being reflective and to consider how to make the most of themselves and respecting themselves so that others do. * DOE - During the training students are taught the countryside code, which encourages students to respect the environment and others using it. * G and T - Yes – part of the NACE framework * Pupil Voice - Student council meeting and discussions * SEN (SL) - Observation of Breakfast and lunch club: daily. Record of attendance books. * Key working and Mentoring by LSZ and SEN staff. Records of key-working meetings are available. * DOY Yr 8 (GP) - Expect respect-domestic violence unit * DOY Yr 7 (SF) - Pastoral work with key pupils. Supporting weaker pupils, and pupils with social issues * Life skills (KG) - Prevent; SRE; Anti-bullying; Relationships education * House System (DB) - Students are encouraged by heads of house and captains demonstrate respect within their house and with peers in other teams. We are award fair play during sports day. All events result in a MVP, Most supportive team and a fair play award. | * Nurture (GS): SEAL, anger management and protective behaviours interventions | * HAV Council members encourage others to respect themselves, others and the environment through a range of activities and discussions. Evidence of this can be seen in the bins which have been procured as a result of Council pressure. * DOY (AP): Referrals to the Hope project to build self-esteem. * DoE (WM): Respecting their bodies is encouraged through the physical aspect of the award, healthy eating, menu planning and cooking skills are also directly taught as part of the preparation for expeditions * 6th Form (JP): Lifeskills presentation – HOPE - Drugs & alcohol – Year 12 & 13   Lifeskills presentation and workshop – Prevent - Keeping Young People Safe – Year 12 & 13  Lifeskills presentation with four leading political parties – Year 12 & 13   * Lifeskills (KG): Prevent for 6th form Nov 2014 |
| * Are pupils developing a sense of empathy with others, demonstrating concern and compassion? | Yes | * MFL (SS) - Year 13 German SOW – one of the topics is foreigners and integration, and the problems which these foreigners and politically persecuted face. * RE (HM) - Pupils are encouraged to consider empathy for those less fortunate and people who are mistreated at all key stages, but in different areas. There is a focus in KS3 on empathy for people have experienced hardship and fought against it inspirationally. At KS4 the focus is on helping the less fortunate. At KS5, the focus shifts to developing compassion for those involved in some form of moral predicament. SoW KS3 (Christian Ways of Life), KS4 (Poverty and Wealth), KS5 (Unit 2) * English (CR) - Most of the texts taught across the key stages deal with issues of a person is somehow at odds with, or excluded from society. Built into the learning discussion are ideas of empathy and understanding different perspectives. * DT KS5 (SW) - Students are encouraged to design for a specific user group and research their needs, through this they need to develop not just an awareness of their target user needs but an empathy for them. * PE (JH) – Teamwork in lessons, working in collaboration * Geography (CP) – Students are encouraged to show empathy and compassion with people who suffer natural hazards in year 9 SoW and year 12 SoW and with regard to political wars etc. at Year 13. * History (PG) – SOW (Y9 Holocaust + Y8 Slavery). The KS3 sows encompass several ‘difficult’ subjects including slavery and students are encouraged to empathise with the plight of humanity in its darkest times. * Media (P. Gibson) - Exploring characters and narrative in TV and Film encourages pupils to look closely at the circumstances and emotions of others * Drama (NB) - Within the gang crime SoW for Year 8, pupils demonstrate concern for the family of Rhys Jones and this is helped by the use of a documentary that highlights the events that took place. * ICT (AM) - Within the e-safety modules in years 7 and 8 pupils are encouraged to consider cyber-bullying, and consider how they might feel receiving an email or text. | * TOW – some of the topics such as ‘Remembrance Sunday’ encourage students to have empathy and compassion about the losses during the War. * DOE - Volunteering opportunities undertaken by students participating in their Duke of Edinburgh Award include working in charity shops and in primary schools. These encourage young people to develop their empathy skills etc. * SEN (SL) - Observation of Breakfast and lunch club: daily. Record of attendance books. * Nurture (GP) - Empathy and emphatic writing through Billy the Kid (novel)=nurture * DOY Yr 7 (SF) - Pastoral work with key pupils. Supporting weaker pupils, and pupils with social issues * Life skills (KG) - Global and Local citizenship; Human Rights; SRE; | * MFL (SS): Videos shown of real life scenarios in TL in LEDCs at KS3 and 4 so that students can appreciate the chances they have been given and also empathise with the situation of others . * RE(HM): SoW KS3 (Christian Ways of Life), KS4 (Poverty and Wealth Religion and community cohesion), KS5 (Unit 2) * English (CR): Many of the texts taught across the key stages deal with issues of how a person is somehow at odds with, or excluded from society. Empathetic writing is a key ingredient of many SOWs. | * Send My Friend To School is an excellent example of students compassion as students produced in the region of 500 letters encouraging the government to support and look after disadvantaged children worldwide. * The HAV Exec’s attendance at the later life matters event helped develop their compassion and empathy skills in regard to members of their local communities. * 6th Form (JP): Medway Trust presentation – Brain injury – Year 12 & 13 |
| * Are pupils developing an increasing ability to reflect, and learn from this reflection? | Yes | * A significant focus in lessons and in all subjects is to encourage the students to reflect on their work, both from peer and self-assessment. Students are encouraged to reflect on the feedback and marking they receive in order that they can improve. * RE (HM) - Pupils develop their ability to reflect on issues across all key stages. In particular, pupils are encouraged to consider challenging dilemmas in the human experience and over time develop their own insight into them. SoW KS3 (OPD), KS4 (Good and Evil, Medical Ethics, Human Relationships), KS5 (Unit 4). Assessment criteria, part e) questions, KS4 – Unit 4, KS5 * English (CR) - SOWs such as those mentioned above, often begin with a discussion which explores pupils’ attitudes, the end of the SOW has a similar discussion where we consider if, how and why our views may have changed. * DT KS5 (SW) - Students are always actively encouraged to reflect on their own work and that of others. Self and peer assessment if used regularly and it supports students in learning from this reflection. Evidence 1b Peer assessment task. Evidence 1c Self- assessment task. * DT (SW) - Teacher feedback given in booklets as well as verbal and written feedback recorded in booklets, work and feedback sheets. This is then followed up by teacher and time is given to students to make changes and respond to feedback given. * Drama (NB) - Every time pupils create a piece of Drama they are asked to reflect on their work and decide what it is that they could improve. Pupils also reflect on the gang crime SoW as well as an Evacuees SoW which allows the pupils to reflect on what it must have been like for children of their age during WWII. This scheme is aimed at Year 7. | * DoE pupils are encouraged to reflect on the experiences they gain and to feedback on this either through their DoE work or through presentations delivered at the end of expeditions. * House System (DB) - During House assemblies held 6 times a year, Heads of house reflect on what students have been successful in and how they can improve on other areas. We look at team competitions, events as well as how students can improve attendance, punctuality, attitude, behaviour etc. * In Assemblies about a range of moral and social issues such as knife crime students are encourage reflect on the issues that arise and the morality of these issues. | * DIRT activities built into specific subjects * Maths (JM): Through teacher/pupil dialogue (such as in marked books) pupils are able to reflect on their work and make corrections/improvements in red pen. * RE(HM): SoW KS3 (OPD), KS4 (Good and Evil, Medical Ethics, Human Relationships Rights and responsibilities, Environmental issues), KS5 (Unit 4) * Assessment criteria, part e) part d) |  |
| * Are pupils encouraged to show courage and persistence in defence of their aims, values, principles and beliefs? | Yes | * RE (HM) - Pupils are encouraged, especially at KS4 and KS5, to develop an opinion or stance and build a justified view around them, defending them with evidence and/or considered reasoning. This is also reflected in many of the discussion format lessons at all key stages. Assessment criteria, part e) questions, KS4 – Unit 4, KS5 * English (CR) - Creating, developing and sustaining an argument (in theory or practice) is a key skill taught across the key stages. * DT (SW)- Students share their opinions and thoughts usually in class, group or pair discussion. Students often debate and explain their opinions. * PE (JH) – Task persistence is an important skill at KS4/5 for theory lessons and is treated as such by staff and students. | * DOE - Many pupils feel they have courage engendered within them as part of the expedition section of the award. * G and T - Delivered “Gold Fever” initiative (ran externally by company Gold Fever” to many different cohorts including more able C/D borderline and pupil premium in October 2012 which targeted developing aims and creating self-belief and perseverance and putting greater ownership on the decision pupils make and the effect it has in the future. * DoY 6thform (JP) - Assembly – Determination & opportunity * DoY 11 (BB) – Student voice * Life skills (KG) - Opportunities for discussion and development during - Lifeskills lessons * EAL (TA) - Pupils attend EAL booster group sessions where they show courage and persistence in learning a second language. This is shown through the progress students make in their work. | * RE(HM): Part E no longer studied- part D is. | * HAV ( WM): Perseverance has been needed at many times with regard to student voice and has paid off in campaigning for bins, benches and speeding up queue times, in all of these students have achieved their aims. |
| * Are pupils developing an understanding of feelings and emotions and their likely impact? | Yes | * RE (HM)- Pupils are encouraged to consider the feeling of the individual when facing difficult human dilemmas, including but not limited to those experiencing medical, financial or personal hardship. SoW KS4 (Human Relationships, Medical Ethics, Poverty and Wealth). KS5 (Unit 4), implications of religious feeling. * Drama (NB) - Pupils in Year 8, 10, 11 and 13 all take part in SoW that use scripts as a focus. Within these scripts, pupils are asked to consider the emotions and feelings of particular characters and to then express these in a performance. Pupils are then able to take elements from the text, including character feelings and devise work based around them. This allows the pupils to explore the impact of feelings and emotions of those characters. * ICT (AM) - Within the e-safety modules in years 7 and 8 pupils are encouraged to consider cyber-bullying, and consider how they might feel receiving an email or text. | * DOE - Volunteering opportunities undertaken by students participating in their Duke of Edinburgh Award include working in charity shops and in primary schools. These encourage young people to develop their empathy skills etc. * SEN (SL) - Protective Behaviours Intervention: BW entries. * DoY Yr 8 (GP) - Consequences in behaviour surgeries * DoY Yr 7 (SF) - Pastoral work, interventions eg anger management and protective behaviours. * Life Skills (KG) - SRE delivered and mapped throughout years 7 – 13; Expect Respect: Prevent; Anti-bullying | * RE(HM): SoW KS4 (Human Relationships, Medical Ethics, Poverty and Wealth Environmental and medical issues, Matters of life and death, Marriage and the family) * KS5 (Unit 4), implications of religious feeling. * English (CR): Students are given opportunities to explore their feelings through writing poetry and journal entries. The new homework menu at KS3 will allow many students to guide their own learning towards feelings and emotions. | * HAV (WM): Send my friend to school encourages students to examine this and then support others. |
| * Do we promote an appreciation of the intangible - for example, beauty, truth, love, goodness, order, as well as for mystery, paradox and ambiguity? | Yes | * Maths (AM) - An example would be a “Perfect Face” lesson where consideration of the Golden Ratio is made * RE (HM)- Pupils are encouraged to reflect on almost all of these notions within both KS4 and KS5. SoW KS4 (Good and Evil, Beliefs about deity (Focus: Arguments for the existence of God and the presence of beauty and order in the Universe). SoW KS5 (Teleological [Design] Argument for the existence of God, Religious and Moral Language, Empiricism and Truth) * Art (JS) - Beauty/understanding/emotions etc , through the study of art works. Awe and wonder. * DT KS5 (DW) - Aesthetics and what different people find pleasing to the eye. They consider beauty and perception as well as fashion. Evidence 1g: PPT Aesthetics lesson. * DT (SW) - Across all areas students learn to design and generate products for a reason, function, target user they achieve this by using the knowledge from analysing suitable existing products. Design concepts – e.g. designing a product made from objects which are very different from each other.   In Textiles the teacher often portrays enthusiasm for a broad range of unusual Textiles products introducing students to an appreciation of different things.   * Media (P. Gibson) - Aesthetics are a central part of the study of media and, particularly, film. Pupils are encouraged to appreciate things for their form. | * DOE - Students are encourages to appreciate the environment that they are walking in during the expeditions. | * History (PG)-Several lessons across Y7 focus on ancient religions and myths/legends etc. * MFL (SS): KS3 lesson on what is considered to be beautiful in different countries, to contextualise the fact that it is different depending on your culture. * RE(HM): SoW KS4 (Good and Evil, Beliefs about deity Believing in God * English (CR): Many texts across all KSs explore these themes. KS3 poetry looks at ideas of identity and beauty; while KS4 texts investigate the importance of truth, love and honesty. |  |
| * Do we encourage respect for insight as well as knowledge and reason; | Yes | * RE (HM) - Pupils are encouraged, at all key stages, to consider the difference between reason and faith, and consider the idea that insight and intuition can lead to knowledge. The debate on how we can obtain valid knowledge is an ever present aspect of the SoW for all key stages. Particular focus areas: SoW KS3 (OPD, Religious Experience), KS4 (Reason and Revelation), KS5 (Religious Experience, Empiricism, Unit 4, Verification Principle) * English (CR) - This is implicit in English – we tell them all the time that there is no right answer – all to do with insight. * Art (JS) - Art work has a personal interpretation and is personal and built on your personal experiences. | * DOY Yr 8 (GP) - Interpretation of texts and events=nurture * Life Skills (KG) - Offers a range of opportunities for discussion of more abstract issues - especially Mental Health Unit in Year 10/ Mental Health Awareness Day * House System (DB) - As part of our house competitions, we run the ‘Knowledge’. This is an event that involves all students working for their form and house. A whole school quiz where students work in small groups on a chosen school subject area. Students feel successful as they choose an area that they understand. | * RE(HM); SoW KS3 (OPD, Religious Experience Reason and Revelation), KS4 (Reason and Revelation Believing in God), |  |
| * Do we help pupils to develop an ability to think in terms of the ‘whole’- for example, concepts such as harmony, interdependence, scale, perspective? | Yes | * Maths (AM) - Through real-life problems such as finance etc. * Science (NS) - Use of non-renewable resources and the impact of human activity on the environment as well as the impact that this has on people living in less developed countries around the world. * RE (HM) - Pupils focus on the idea of harmony and interdependence when looking at eastern thought in particular. Scale and perspective are covered when looking at arguments for the existence of God in particular, but not exclusively. SoW KS3 (Hinduism and Buddhism), KS4 (Beliefs about deity (Focus: Argument for the existence of God)), KS5 (Unit 1 Philosophy) * DT (SW) - In GCSE textiles through disassembly, and then through CA Criteria 2 where the student has to investigate how they are going to make their product by breaking it all down to a starting point – have to find a new perspective in order to do this well. * Drama (NB) - This particularly takes place during the school production. We work hard at promoting good teamwork and also helping the pupils discover how their perspective of Drama in a lesson to that of a show should be very different. | * DOE - Volunteering opportunities undertaken by students participating in their Duke of Edinburgh Award include working in charity shops and in primary schools. These encourage young people to develop their empathy skills and put their personal issues into perspective. * G and T - Gold Fever initiative focused on perspective | * RE(HM): Beliefs about deity Believing in God * English (CR): An Inspector Calls, taught in Y11, introduces the need to work as “one body” along with ideas of family and community. |  |
| * Do we encourage pupils to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination;? | Yes | * RE (HM) - These issues are tackled throughout RE at all key stages. In particular, the issues of aggression, greed and injustice are tackled when looking at key religious issues. SoW KS4 (Equality (Focus: Social Injustice and Prejudice), Poverty and Wealth (Focus: Use of money), Peace and Justice), KS3 (Islam (Focus: Fanaticism), Life of Jesus/Christian Ways of Life (Focus: Discrimination, Racism, Self-interest) * English (CR) - At KS5 in both Lit and Lang/Lit texts explore issues of race and gender * DT - Across all areas students are encouraged to share their work with others during presentations, group discussions and during peer assessment. This helps build self-confidence and respect the differences in their work. This is across all subject areas.   Self-confidence is constantly challenged in CA Criteria 2 GCSE Textiles as students gain more marks from taking risks and experimenting independently and having the confidence to just try something whether they think it will work or not.   * PE (JH) – Discrimination is tackled as and when in an appropriate and professional manner. * History (PG) – SOW (Y10 Nazi Germany + Y12 Tsarist/Communist Russia). Totalitarianism vs. democracy discussions and debates regarding the morality of repression and war. * Media (P. Gibson) - Looking at messages and values in film and ideology in analysis of media texts | * TOW – Students are encouraged regularly to discuss challenges for hums from disabilities to race. * DOY - Yr 8 / Nurture (GP) - Equality and gay rights assembly. Varied social backgrounds of texts in Nurture * DOY 6th form (JP) - Assembly – Bob Marley * Life skills (KG) - Students are encouraged to consider stereotyping; gender roles; friendships via SRE; Respect; Global and Local Citizenship * DOY (SDS) - Assembly – racism * EAL (TA) - Pupils attend SCHA from a range of backgrounds and all pupils especially EAL pupils are encouraged to share their backgrounds with the school community. This can be seen in the posters in C15 which EAL students make of their own background and culture. | * Cooking and Nutrition (CP) : Especially through the issues which led to the set-up of the Fairtrade Scheme and why farmers need to be part of Fair trade. * MFL (SS): Challenge racism as a matter of course. * RE(HM): (Equality (Focus: Social Injustice and Prejudice), Poverty and Wealth (Focus: Use of money), Peace and Justice, Religion and community cohesion, Marriage and the family), | HAV (WM): Discussion of ageism and age related discrimination was key to the HAV Council visit to the ‘later life matters’ event hosted by Wellingborough Borough Council. It was then discussed further by HAV Council members on BBC Radio Cambridgeshire   * DOY (AP)-Bringing together victims and offenders of racist and homophobic incidents. * Buddying for LGBT students to allow them to speak to students who have gone through what they are experiencing. * 6th Form (JP): Lifeskills module – Holocaust\*   Lifeskills presentation and workshop – Prevent - Keeping Young People Safe – Year 12 & 13 |
| * Do we encourage pupils to respect themselves and their bodies in entering relationships with others including sexual relationships. | Yes | * Science (NS) - Teaching of reproduction at KS3. * RE (HM)- Sexual relationships are covered explicitly at KS4, including the issues of contraception, abortion and alternative sexual relationships (promiscuity, homosexuality, adultery etc.) SoW KS4 (Human Relationships, Medical Ethics) | * SEN (SL) - Personalised relationship and sex education for students with SEND (Asperger’s). SENCo has PPT. * Lifeskills unit supported through discussion in nurture * DoY 7 (SF) - Sex education in life skills and visits from the school nurse, drop in for school nurse. * DoY 6th form (JP) - Chlamydia screening * Life Skills (KG) - Students are encouraged to consider stereotyping; gender roles; friendships via SRE; Expect Respect; Global and Local Citizenship * DOY (SDS) – Assembly racist | * RE(HM): SoW KS4 (Human Relationships, Medical Ethics Marriage and the family, Matters of life and death | * DOY (GS): Referrals through school nurse |
| * Do we encourage pupils to discuss and share their views on sexuality, sexual relationships, and sex education? | Yes | * Science (NS) - Teaching of reproduction at KS3. * RE (HM) - Pupils are encouraged to be tolerant and open of sexuality and sexual relationships at KS4, through both examined content and a specific homophobia scheme of work tackling issues regarding sexuality and people’s ability to be open. Pupils are encouraged to be open and truthful in their views and topics, within the boundaries of social propriety. SoW KS4 (Human Relationships, Homophobia) * English (CR)- In certain SOW where perhaps the sexuality of a writer is relevant or sex/sexuality is a theme in Literature – especially relevant at KS5 (Oranges Are Not The Only Fruit/The Colour Purple/The Handmaid’s Tale) | * SEN (SL) - Personalised relationship and sex education for students with SEND (Asperger’s). SENCo has PPT. * DOY Yr8 (GP) - Concerns raised with parents and key worker conversations for support * DoY 7 (SF) - Sex education in life skills and visits from the school nurse, drop in for school nurse. * DoY 6th form (JP) - Chlamydia screening * Life Skills (KG) - Students are encouraged to consider stereotyping; gender roles; friendships via SRE; Diversity resources; Expect Respect * DOY (SDS) – Assembly sexting | * RE(HM): SoW KS4 (Human Relationships Marriage and the family, Homophobia) * English (CR): In certain KS4/5 SOWs where the sexuality of a writer is relevant or sex/sexuality is a theme in Literature – especially relevant at KS5 (Oranges Are Not The Only Fruit/The Color Purple/The Handmaid’s Tale) | * DOY (GS): School nurse support (particularly through CP) * Lifeskills (KG): LGBT CPS resources in place for 2014/2015 |
| * Do we encourage issues to discuss issues surrounding faith? | Yes | * Science (NS) - SOW at KS4, focusing on difference and beliefs surrounding Genetic engineering, Stem cells and evolution. * RE (HM)- Discussion of issues regarding faith is the primary theme at key stages 4 and 5, with some discussion at KS3. In particular, the issues are divided into ethical issues regarding specific religious belief, as well as philosophical issues regarding the afterlife and beliefs about God. SoW KS3 (OPD, Christian Ways of Life), KS4 (Medical Ethics, Human Relationships, Beliefs about deity, End of Life, Religion and Science), KS5 (Unit 2 (Focus: Euthanasia) * DT KS5 (SW)- When discussing moral issues students are encouraged to explore the impact of faith and religion on design. Evidence 1a Includes a video on cultural influences. Evidence 1h The starter for discussion of social, moral issues upon design. * History (PG) - SOW (Y8 Empire + Y7 Medieval – role of religion) The Reformation, crusades and religious conflict. | * TOW students are encouraged to consider faith and beliefs on a number of religious festivals from Christian festivals such as Easter to Jewish ones such as Yom Kippur. | * RE (HM): (Medical Ethics, Human Relationships, Beliefs about deity, End of Life, Religion and Science Believing in God, Marriage and the family, Environmental and medical issues), * English (CR): As previously mentioned with KS5 |  |
| * Do we encourage pupils to discuss and share their views on issues relating to disability? | Yes | * Science (NS)- Gene therapy and genetic disease at KS4 * RE (HM)- Pupils are encouraged to consider this issue during their work looking at euthanasia, as well as the concept of charity at Key Stage 4. It is also a topic that has been addressed in consideration of the Problem of Evil and Suffering. SoW KS3 (OPD (Focus: Problem of Evil)), KS4 (Medical Ethics (Focus: Euthanasia), Poverty and Wealth (Focus: Charity)), KS5 (Unit 2) * DT KS5 (SW)- When students are creating new products they are required to think of inclusive design and why we should include rather than exclude including those with disabilities which is where the idea of inclusive design started from. Evidence 1d: Inclusive design PPT * PE (JH) – As part of unit 6 sport development in level 2 BTEC * History (PG) - SOW (Y13 Nazi Germany – euthanasia) * ICT (AM) - We focus on this in year 9 and year 12. We consider how the internet has had a beneficial effect on society, in particular the way it has opened the opportunities to the housebound and those with disabilities. | * SEN (SL) - Student focused Statement and IEP target reviews, which consider barriers to learning. Key Working records. * Life Skills (KG) - Students are encouraged to consider stereotyping | RE(HM): , removed the concept of charity at Key Stage 4 and 5. It is also a topic that has been addressed in consideration of the Problem of Evil and Suffering.   * SoW KS3 (OPD (Focus: Problem of Evil)), KS4 (Medical Ethics Matters of life and death (Focus: Euthanasia), Poverty and Wealth (Focus: Charity)), KS5 (Unit 2) | * Pupil voice (WM)- Send My Friend Campaign has this year directly supported this aspect and has led to direct teaching in form time about discrimination and disability. * Student council meeting and discussions for school polices |
| * Do we encourage pupils to discuss and share their views on gender issues? | Yes | * MFL (SS)- Year 12 German SOW – one of the topics is family and relationships. Changes to the “typical” family demographic are discussed, and how women’s role in society has changed. Both in the work place and in the home. * RE (HM) - Pupils at Key Stage 4 consider the differing roles of men and women in past society and the idea of gender equality today, with a focus on the religious views on it. SoW KS4 (Equality, Human Relationships) * English (CR)- Especially when looking at pre-1914 texts when women’s place in society was much less prominent. Issues of masculinity and femininity also discusses where appropriate. * PE (JH) – This may arise in class discussion Relating to any male/female discrepancies in the sporting world. * History (PG) - SOW (Y10 Nazi Germany – role of women + homosexuality). Lenin’s Russian ‘liberalism’ vs. Stalin’s policy of sexual restriction. * Media (P. Gibson) - Particularly relevant in the study of lifestyle magazines in Year 10 Media – confronting, analysing and challenging stereotypes. | * Pupil Voice (WM) - Student council meeting and discussions for school polices * Life Skills (KG) - Students are encouraged to consider stereotyping; gender roles; friendships via SRE; Diversity resources; Expect Respect | * RE(HM): SoW KS4 (Equality, Human Relationships) Marriage and the family * Science (NS): Teaching of reproduction at KS3. |  |
| * Do we encourage pupils to discuss and share their views on issues relating to race? | Yes | * MFL (SS)- Year 13 German SOW – one of the topics is foreigners and integration, and the problems which these foreigners and politically persecuted face. Racism and xenophobia are discussed. * RE (HM) - Discussion of race is something that is present at both Key Stage 3 and Key Stage 4, in particular with a focus on segregation in America at Key Stage 3, and racism in modern society at Key Stage 4. SoW KS3 (Christian Ways of Life (Rosa Parks)), KS4 (Equality) * English (CR) - To Kill a Mockingbird/Of Mice and Men etc. – Race, prejudice, discrimination etc. are massive issues. * PE (JH) – Issue is discussed briefly in Level 2 BTEC course. * Media (P. Gibson) - Particularly relevant in the study of advertising in Year 10 Media – confronting, analysing and challenging stereotypes. * ICT (AM) - In year 12 we look at the cultural issues relating to those that happily engage with technology, and those that do not. * History (PG) - SOW (Y8 Empire – slavery + Y9/13 Holocaust) | * TOW – Martin Luther King Day – students are encouraged to consider the impact of Martin Luther King and his speech and how social understanding and respect has changed. * Pupil Voice (WM) - Student council meeting and discussions for school polices * Life skills (KG) - Within a range of contexts including Human Rights, Global citizenship, local citizenship, * DOY (SDS) - Assembly on racism * EAL (TA) - Pupils are encouraged to discuss their views on race during EAL booster group sessions. | * RE(HM): KS4 (Equality Religion and community cohesion) | * 6th Form (JP): Lifeskills presentation and workshop – Prevent - Keeping Young People Safe – Year 12 & 13 |

##### Moral Development

Moral development is about the building of a framework of moral values for pupils which regulate their personal behaviour. It is also about the development of pupils’ understanding of society’s shared and agreed values. It is about understanding that there are contentious issues where there is disagreement and it is also about understanding that society’s values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

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| Question | In Place | Evidence |  | July 2014 update  Academic | July 2014  Update  Pastoral |
| * Is there a clear moral code in school which forms a basis for behaviour and which is promoted consistently through all aspects of the school? | Yes | * RE (PB) - There is a clear ethos to practice at the school, which is one of respect for each other. This is encouraged through the atmosphere of RE lessons at the school, as well as through content of lessons. SoW KS4 (Equality), SoW KS3 (Christian Ways of Life, Life of Jesus) * DT KS5 (SW) - Embedded through behavioural policy and demonstrated in lessons. Lesson observation data shows a good behaviour for learning. * DT (SW) - Clear behaviour for learning policy, behaviour policy displayed classroom, behaviour watch. * PE (JH) – Staff implement the school behaviour policy | * Bullying (JPB) - We have an anti-bullying ethos statement (in combined behaviour and anti-bullying policy) * SEN (SL) - Over-learning of moral code in Breakfast Club and lunch club. * Behaviour for learning ladder which is displayed in classrooms. * Expectation assemblies * DoY 6th form (JP) - VI Form Code of Conduct * House System (DB) - All individuals are encouraged by the heads of house and captains the behaviour with respect, empathy and dignity. Students react in a positive way the expectations. | History(PG)-Expectations for teaching and learning (whole school) consistently applied across the Faculty. (Faculty Review).  RE(HM): SoW KS4 (Equality Religion and community cohesion),  Science (NS): Behaviour policy in all classrooms | DoE (WM): Behavioural codes are put in place prior to expeditions.   * Lifeskills (KG): Unicef RRSS Award starting   June 2014 onwards |
| * Do we promote racial, religious and other forms of equality? | Yes | * Whole School – school equality plan in place. * Music (CJ) - World music topics at all levels promote racial and cultural respect and equality.   RE - Equality is promoted throughout Key Stage 3 and in the equality section of Key Stage 4, as well as through the key teachings that are studied. SoW KS3 (Christian Ways of Life), KS4 (Equality, Human Relationships (Gender equality)Assessment criteria, KS3   * PE (JH) – This can be seen on lesson plans and SOW * History (PG) – SOW (Y11 Suffrage campaigns). Students study the campaigns for women’s suffrage and discuss the moral and social implications of the governmental response. | * Equality is promoted by all staff and is a founding ethos of the school where students are treated equally and are offered the same opportunities. * Incidents of bullying and letters home for racist incidents * DoY 7 (SF) - All reported incidents are reported to GS and reported to county. Parents are informed. * Life skills (KG) - Human Rights; Equality; Diversity; SRE; Anti-bullying * DOY (SDS) – Year group assemblies | RE(HM): removed for in the equality section of Key Stage 4, as well as through the key teachings that are studied.   * SoW KS3 (Christian Ways of Life), KS4 (Equality, Human Relationships (Gender equality Religion and community cohesion)) * English (CR): Lots of the work done in KS$ with Of Men and Men focuses on racial equality. | * Lifeskills (KG): Unicef RRSS Award starting   June 2014 onwards |
| * Do we give pupils opportunities across the curriculum to explore and develop moral concepts and values – e.g. personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong? | Yes | * RE (HM) - Pupils are encouraged throughout their time in RE to reflect on rights and responsibilities and moral truth. At Key Stage 3, this is more covert, with pupils asked to consider their response to moral issues such as racism, but also reflect on what makes right and wrong, and how we know truth. This is developed further at Key Stage 4, where pupils must consider ethical codes and reflect on justice. At Key Stage 5, pupils are required to analyse the idea of truth and knowledge. SoW KS3 (Christian Ways of Life), KS4 (Peace and Justice, Equality, Human Relationships (Homosexuality and Gender Equality)), KS5 (Empiricism) * Business (JC) - Laws and regulations taught and their impact on the business and employees investigated.   Real life business examples used to explore laws.  Students got through the recruitment process and are taught to do this within recruitment laws.  Organisational culture taught  Business resources investigated, pupils look at how they are managed and the impact of them   * DT KS5 (SW) - Students explore moral issues in design. They look at inequalities in different countries and the relative impacts of the product in question. Evidence: 2a, 2b Sheets used a prompts to get students started. * DT (SW) - Design for sustainability KS4 Graphics: moral, cultural and social issues are discussed and tasks are set.   Fairtrade aspects of food and fabric   * PE (JH) This can be seen on SOW. Students in PE lessons are taught the rules of the games and are taught the responsibility of working in teams and playing sporting events. * History (PG) – Year 9 Holocaust, Year 12 Poverty and Wealth - Berlin trip | * DOE - This is explored in the first aid training delivered as part of the Duke of Edinburgh’s Award. * G and T - A positive ethos and providing opportunities is given among AG&T as part of the NACE framework. * DoY 7 (SF) - Life skills, social discussion during form time. * Life Skills (KG) - Human Rights; Equality; Diversity; SRE; Anti-bullying; Citizenship * House System (DB) - Pupils have the opportunity to take on a number of responsibilities within the house system. * House captain * Vice-captain * Team captain * Leaders * Team manager * Official * Reporter * DOY (SDS) Behaviour ladder, assemblies (prison – what’s it like?) | * Nurture (GS): group supported through SL * Maths (JM): GCSE Statistics addresses some aspects of social justice etc. * RE(HM): Justice conflict, Equality, Human Relationships, Rights and responsibilities, Marriage and the family (Homosexuality and Gender Equality)), KS5 (Empiricism, Justice, Law and Punishment) * English (CR): Many teachers encourage students to take part in debates on contentious topics. Thunks are often incorporated into lesson starts. | * 6th Form (JP): Lifeskills presentation with four leading political parties – Year 12 & 13 * Lifeskills (KG): Unicef RRSS Award starting   June 2014 onwards |
| * Do we have an open and safe learning environment in which pupils can express their views and practise moral decision-making? | Yes | * RE (HM) - Pupils are encouraged to make moral decisions across the key stages, particularly at Key Stage 4 where it is a requirement of the examination. An atmosphere of open debate is encouraged in the teaching of ethics in the department. SoW KS4 (Ethics 1, Ethics 2) Assessment Criteria, part e), Ethics 1 and Ethics 2, KS4 * English (CR) - The English department actively encourages open and frank discussion in a safe working atmosphere – this is implicit in all SOWs * DT KS5 (SW) - The schools safeguarding and implementation of a thorough Health and safety policy ensures that students work in safe environment. Students are given opportunities to give their opinions and views and they respect each other well. * DT (SW) - Health and safety introduction every module KS3, in RM students sign a health and safety agreement KS3 and 4. Health and safety rules and displayed and referred to via PPT or class room display and also during practical demonstrations. Students are given an opportunity to reflect on the impact of their behaviour if they are not following these rules. * PE (JH) – Risk assessments are in place to support decision making process, and health and safety is a key priority for staff. * Media (P. Gibson) - Lesson obs show that there is a supportive learning environment in Media where pupils feel safe and secure in expressing opinions * Drama (NB) - One of the Drama skills we use is called Angel and Devil and it allows the pupils to show a character having to make a moral decision. We promote the use of this throughout a wide variety of our schemes of work for each year group. * ICT (AM) - We look at cyber-bullying in years 7 and 8.We look at why it happens and what to do when cyber-bullying is witnessed. We teach pupils about the systems the school has in place, as well as the systems that exist to protect them (CEoP for example) | * TOW – students are encouraged to discuss and share their views on a range of moral and social issues, they are encouraged to share their own experiences and to listen to each other. * Pupil Voice (WM) - School council discussion * (GP) - Nurture group ethos! * DoY 7 (SF) - Safe site and learning environment. * Life Skills (KG) - Discussion opportunities and use of ground rules | * RE(HM): SoW KS4 (Ethics 1, Ethics 2 Rights and responsibilities, Matters of life and death, Environmental and medical issues, Marriage and the family) * Assessment Criteria, part e), Part d) Ethics 1 and Ethics 2, KS4 | * Pupil voice (WM) - 6th Form Focus Groups and HAV Council discussions facilitate and promote these discussions. * 6th Form (JP): Lifeskills presentation – E-safety – Year 12 & 13 |
| * Do we reward expressions of moral insights and good behaviour? | Yes | * Science (NS) - Discussion surrounding genetics including STEM cell research. The impact of developed nations on the environment. * RE (HM) - Moral insights improve the marks allotted for part e) questions, and house points might be given for insight in discussion. Insight into these is required to a certain extent in Unit 4 at KS5. Assessment Criteria, part e), Ethics 1 and Ethics 2, KS4 Assessment Criteria, Unit 4, KS5 (Implications of philosophy for morality and human behaviour) * English (CR) - Praise is used well in English – lesson observations tell us this. * PE (JH) – This is done in varying forms, selecting school leaders at GCSE helps to promote good behaviour and reward students. | * Reward trips * Praise calls * Praise postcards * DoY 7 (SF) - Reward trip linked to house points * DoY 6th form (JP) - Assembly – weekly awards (Good Egg of the Week) * House System (DB) - With the house and rewards system students were awarded house points and are now awarded ‘Vivos’. We award for the following; * Attitude to learning * Behaviour * Being helpful * Positive attitude toward learning * Helping peers * Progress * DOY (SDS) - House points system, awards evening, achievement certificates, assembly announcements | * Vivos given in all lessons for good behaviour or work. * MFL (SS): Vivos, awards evenings, rewards trips, letters home & post cards sent * RE(HM): Moral insights improve the marks allotted for part e) part d) questions, and house points vivos might be given for insight in discussion. Insight into these is required to a certain extent in Unit 4 at KS5.   Assessment Criteria, part e) part d) Ethics 1 and Ethics 2, KS4 | * DOY (GS): Top 10 behaviour calls weekly. Big 5 reviewed for behaviour |
| * Do we discuss and deal with breaches of agreed moral codes where they arise - for example, in the press, on television and the internet as well as in school? | Yes | * RE (HM) - Pupils at KS4 study a unit on the media, and consider the moral issues that might arise from the presentation of certain things in the media, such as things that may affect or influence the behaviour of others or might be considered to be morally reprehensible. SoW KS4 (Religion and the Media) * English (CR) - Media units often discuss the ethics of responsible journalism. * Business (JC) - is up to date and current, we use current affairs and how they impact on the business when looking at the external environment. The media is good source of reference material for us. We do a lot of this in A level where large corporations are investigated so background knowledge is necessary.   We also teach about fraud and the impact of fraud on small business at KS4.   * ICT (AM) - In year 12 pupils on the Applied ICT course look at the effects technology has on our lives, and we consider topics such as the Great Firewall of China, as well as the effect P2P file sharing has on society.   When we consider e-safety we discuss the predatory nature of some elements of society, and relate it to current or recent news events, illustrating the need for caution and care when using technology connected to the internet. | * Bullying (JPB) - Learning mentors etc. follow up incidents, including incidents of cyber bullying (JPB has some evidence for this – the DoY will have more)   (GP) - Discussions of news in form time   * DoY 7 (SF) - Pastoral follow up after incidents * Life Skills (KG) - Range of resources; Media and Bias in Society units; Prevent | * As Sociology (PG): several controversial issues covered during the year including; domestic violence, sexual crime, role of the media and theoretical approaches. | * Lifeskills (KG): Unicef RRSS Award starting   June 2014 onwards |
| * Are pupils developing an ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures? | Yes | * RE (HM) - Pupils are encouraged to develop their own creeds and moral codes at Key Stage 3. They are also encouraged to consider other moral notions from other cultures. At Key Stage 4 they look at what it means to be “moral” and the notions of good and evil. At Key Stage 5, pupils look at ethical theories in detail and consider their own stand point. SoW KS3 (RE PBL, Life of Jesus (Creeds), Hinduism (Ahimsa), Islam (Haram)), KS4 (Good and Evil), KS5 (Units 1-3, Ethics) * Business (JC) - Business culture taught – this is a is topic in year 13 business but it touched on in other year groups. * DT KS5 (SW) - Students explore moral issues in design. They look at inequalities in different countries and the relative impacts of the product in question. Evidence: 2a, 2b Sheets used a prompts to get students started. * ICT (AM) - Pupils in year 12 reflect on what they learn about the digital divide, government involvement in the news and the illegal use of technology and give their opinion and evaluation about these topics. | * (GP) - Meet and greets to discuss expectations# * DoY 11 (BB) - Clear guidance given in lessons and backed up by Behaviour Managers * Life Skills (KG) - SRE; Anti-bullying; Friendships and relationships; Mental Health * DOY (SDS) - Respect assembly, prejudice | * RE(HM): removed Good and Evil but not teach Rights and responsibilities, | * DoE (WM): Teambuilding and moral issues are discussed and developed along with a sense of fair play utilising the DofE’s 20 conditions and remotely supervised assessments. |
| * Do we foster a climate where pupils have the confidence to act consistently in accordance with their own principles? | Yes | RE (HM) - Pupils are encouraged to use their own principles and stand points in the examination (KS4)   * Assessment criteria, part e), KS4 * The coursework pupils create is designed to be their explanation modernity. They explain the technology we have, and the effect is has on our society. Pupils have to then explain why this is beneficial (or detrimental) to society as a whole. * ICT (AM) - The coursework pupils create is designed to be their explanation modernity. They explain the technology we have, and the effect is has on our society. Pupils have to then explain why this is beneficial (or detrimental) to society as a whole. | * Student s are encouraged to be confident particularly in sport with leadership but also within Drama by getting involved in school performances. The school climate encourages students to get involved and be competitive this is visible on sports day and during other house competitions throughout the year. Students are encouraged and supported through their form and school council to speak up about issues that concern them. This is enhanced with Head boy/girl roles and student council reps. | * RE(HM): Assessment criteria, part e), part d) KS4 | * Lifeskills (KG); Gold Mental Health Award Sept 2014 |
| * Are pupils developing the ability to think through the consequences of their actions and those of others? | Yes | * RE (HM)- Pupils consider the consequences of immoral actions, both in terms of the proximal impact, as well as the eventual impact. This is considered with different foci at the various key stages. SoW KS3 (Christian Ways of Life), KS4 (Medical Ethics, Human Relationships, End of Life, Good and Evil, Religion and Science (Environment)), KS5 (Ethical theories, in particular Utilitarianism) * English (CR) - The SOW ‘Unique’ (KS3) explores the ethics of cloning while at KS4 ‘Frankenstein’ explores the ethics surrounding the creation of ‘artificial’ life and the significance of Christianity. * Business (JC) - The consequences of business activity on the economy is taught as well as the impact of the external environment on the business activity. Based on this students can make decisions about what will happen to businesses if certain decisions are made and should be able to predict how eternal influences will impact on the business.   Teach opportunity costs as part of a level core theory  When making decisions in the business plan students need to consider the consequences of making one decision and not another.   * DT (SW) - Health and safety policy in the department and the subsequent teaching and learning encourages students to understand the importance of their actions. * Drama (NB) -Pupils are given the opportunity to think about the consequences of their actions. This is specifically applied to the Year 11 Drama students who are consistently reminded to set themselves targets for each lesson that they are creating performance work and to consider how their lack of action/work might impact, not only on their performances but also their individual grades. * ICT (AM) - In year 7 we will be looking at endangered animals, and presenting their plight. In order to present this pupils will need to research the causes behind their demise, as well as what is being done to protect what remains. In year 8 we create an interactive presentation about issues in Africa, as part of this pupils will need to explore the causes of conflict. | * Sanctions on behaviour such as detentions and ISE help to encourage students to consider the consequences of their actions. * DoE (WM)- Through Duke of Edinburgh Award expeditions teamwork opportunities arise which allow students to think through their actions with others * G and T (PB) - The Gold Fever initiative (October 2012) focused heavily on this. * Pupil Voice (WM) - Canteen discussions to help change some food in the canteen * SEN (SL) - Stop; Think; Do Intervention: records of intervention- attendance and activities. * (GP) - MAP room ethos * DoY (SF) - Stop think do programme and other pastoral interventions. * Life Skills (KG) - SRE; Anti-bullying; Friendships and relationships; Mental Health; The Buzzed | * RE(HM): SoW KS3 (Christian Ways of Life), KS4 (Medical Ethics, Human Relationships, End of Life, Good and Evil, Religion and Science (Environment) Rights and responsibilities, peace and conflict, Marriage and the family, Matters of life and death), * English (CR): In An Inspector Calls, students are encouraged to consider the consequences of selfishness and bullying | * Pupil Voice (WM)- Discussions of morality and conduct have allowed students the opportunity to discuss more the consequences of actions and have allowed council members to assist others in this decision making process by getting bins placed on the field. * MAP Room ethos (DOY, GS) * Lifeskills (KG): PMNW; Drugs ed   Workshops 9,10, 11,  12, 13 |
| * Are pupils encouraged to develop and express views on ethical issues? | Yes | * Science (NS) - Discussion surrounding genetics including STEM cell research. The impact of developed nations on the environment. * RE (HM) - Pupils are faced with a variety of ethical issues, from poverty to war. They are encouraged to consider their views on these both through the delivery of lessons as well as the assessment criteria at KS4 and KS5. SoW KS3 (Should Doctors Play God?), KS4 (Ethics 1 and Ethics 2), KS5 (Units 1-3, Ethics). Assessment criteria, part e), KS4 – Unit 2 KS5 * English (CR) - As above through discussion. Unique text studied in English (cloning) * Business (JC) - Yes – stakeholders debate in year 12.   Ethics of business taught and discussed across all key stages.   * DT KS5 (SW)- Students explore moral issues in design. They look at inequalities in different countries and the relative impacts of the product in question. Evidence: 2a, 2b Sheets used a prompts to get students started. * Media (P. Gibson) - Media often confronts ethical issues around media ownership and censorship * ICT (AM) - During the topics in which we look at endangered animals, issues in Africa and the digital divide, teachers will ask pupils to consider all parts of the issue, looking at the topic from all sides, often playing devil’s advocate. This encourages pupils to express ideas and views. | * DoY 6th form (JP) - Road Safety Presentation – Year 12 * Life skills (KG) - Abortion; euthanasia; Family relationships (Year 11) * DOY (SDS) - Assembly – bullying, sexism, racism | * History (PG)-Frequent debates in multiple lessons across Key Stages * Cooking and Nutrition (CP) : Pupils are encouraged to consider the environmental impact of their food choices and develop a pattern of ethically based shopping decisions. * RE(HM): KS4 (Ethics 1 and Ethics 2 Environmental and medical issues, peace and conflict, crime and punishment, Matters of life and death, Marriage and the family), KS5 (Units 1-3, Ethics) * Assessment criteria, part e) part d) at KS4, * English (CR): The SOW ‘Unique’ (KS3) explores the ethics of cloning while at KS4 ‘Frankenstein’ explores the ethics surrounding the creation of ‘artificial’ life and the significance of Christianity. | * Lifeskills (KG): Human Rights;   CPS LGBT units;  Unicef RRSA award |
| * Are pupils developing the ability to make responsible and reasoned judgements on moral dilemmas? | Yes | * Science (NS) - STEM cell research, Genetic, engineering, use of Vaccines, Intensive farming. * RE (HM)- Pupils are assisted to make reasoned judgements on moral dilemmas, building on (at KS3 and 4) the views of religious groups, secular groups and the views of others in their class, as well as (at KS5) ethical theories. SoW KS5 (Units 1-3 Ethics). Assessment criteria, part e), KS4 * History (PG) – Debates In lessons, e.g. Legacy of empire year 8 * Drama (NB) - Through the use of Angel and Devil theatre skill. * ICT (AM) - In years 7 and 8 pupils explore the effects of cyber-bullying. | * G and T (PB) - The Unlocking AA\*DI Potential CPD sessions delivered by DP had the differentiation part of which one of these focused on whole class learning using Dilemmas as the key focus for learning. * (GP) - Discussions from lifeskills in nurture * Life Skills (KG) - Range of opportunities through Drugs Education and SRE; Chelsea’s Choice; The Buzzed; PMNW | * English (CR): discussing all of the below: The SOW ‘Unique’ (KS3) explores the ethics of cloning while at KS4 ‘Frankenstein’ explores the ethics surrounding the creation of ‘artificial’ life and the significance of Christianity. | * Pupil Voice (WM)- Discussions of morality and conduct have allowed students the opportunity to discuss more the consequences of actions and have allowed council members to assist others in this decision making process by getting bins placed on the field. * DoE(WM): Teambuilding and moral issues are discussed and developed along with a sense of fair play utilising the DofE’s 20 conditions and remotely supervised assessments. * Nurture (GS): Discussions from lifeskills in nurture |
| * Are pupils encouraged to be committed to personal values in areas which are considered right by some and wrong by others? | Yes | * Maths/Science/ICT - During PBL, e.g. Prisons lesson * Science (NS) - STEM cell research, Genetic, engineering, use of Vaccines, Intensive farming. * ICT (AM) - In year 12 pupils look at emerging technologies, and consider how new technologies can often “evade” current legislation, despite being morally wrong. | * Good behaviour and positive attitudes are rewarded, students are encouraged to learn right from wrong and also to understand why people may have different views on an issue. * Bullying (JPB) - I have been working and consulting with Stonewall on LGBT issues | * History (PG)-Frequent debates in multiple lessons across Key Stages | * DoE (WM): Teambuilding and moral issues are discussed and developed along with a sense of fair play utilising the DofE’s 20 conditions and remotely supervised assessments. |
| * Do we foster a considerate style of life? | Yes | * RE (HM)- Students are encouraged to be considerate of others, in terms of charity and tolerance. This is primarily done through an analysis of religious teachings on these issues, and how we can learn from religious groups on these topics. SoW KS3 (Hinduism, Christian Ways of Life, Islam), KS4 (Equality, Poverty and Wealth, Homophobia). Assessment criteria (KS3, AP[AO]2) * English (CR) - Considerateness is fostered during whole class discussion in which listening and respecting others’ views is deemed to be extremely important. * DT KS5 (SW) - Students are required to think about the full impact of their designing from cradle to grave, thus encouraging them to be more considerate in their decisions. | * DoE (WM) - Through Duke of Edinburgh Award expeditions students are encouraged to respect the countryside they utilise leaving nothing but footprints and taking nothing but memories. * SEN (SL) - Breakfast and Lunch club – daily: observation and records of attendance. * Life Skills (KG) - SRE; Anti-bullying; Friendships and relationships; Mental Health * DOY (SDS) – Assembly - Poverty | * RE(HM): KS4 (Equality, Poverty and Wealth, | * Pupil Voice (WM)- Discussions of morality and conduct have allowed students the opportunity to discuss more the consequences of actions and have allowed council members to assist others in this decision making process by getting bins placed on the field. |
| * Are pupils developing a respect for others' needs, interests and feelings, as well as their own? | Yes | * RE (HM) - Pupils consider the issue of what they “need” in their life as opposed to what they “want” in their life, and what things truly matter to them and others. SoW KS3 (Christian Ways of Life), KS4 (Poverty and Wealth) * DT KS5 (SW) - Students are always actively encouraged to reflect on their own work and that of others. Self and peer assessment if used regularly and it supports students in learning from this reflection. They demonstrate respect for each other’s feelings through conscientious feedback. Evidence 1b Peer assessment task. Evidence 1c Self- assessment task. * DT (SW) - Students create design briefs and specifications when designing new products specifically for their chosen target user. * PE (JH) – Pupils in all lessons are encouraged to show respect for each other and staff. They are expected to respect the needs of their class. * ICT (AM) - In peer evaluation lessons pupils are encouraged to provide constructive, critical feedback, whilst being mindful of the effects their words will have. | * DoE (WM) - Through Duke of Edinburgh Award expeditions students are encouraged to work in teams and to contribute to a group success, for example by ensuring they can share workload and collaborate, can empathise with team mates suffering from blisters etc. * G and T (PB) - with the Wellingborough Schools quiz the year 7 and year 8 G&T pupils are mixed to support working with different year groups and abilities. * Pupil Voice (WM) - School council discussion * SEN (SL) - Breakfast and Lunch club – daily: observation and records of attendance. * SEAL interventions * DOY (SDS) – Assembly - respect | * Re(HM): KS4 (Poverty and Wealth Crime and punishment) * English (CR): All students are encouraged to respect one another at all times | * Pupil Voice (WM)-School council discussions, aided by trips such as the later life matters event and by events such as the send my friend to school campaign help promote this ethos. |
| * Do we encourage pupils to explore their own and others’ views, and to understand the need to review and re-assess their values, codes and principles in the light of experience? | Yes | * Science (NS) - STEM cell research, Genetic, engineering, use of Vaccines, Intensive farming. * RE (PB) - Pupils are encouraged throughout their study of RE to look at the views of others, including religious and non-religious groups, and use this information to reflect on their own values, codes and principles. At KS5, pupils are required to consider the implications of different views on said issues. SoW KS3 (Hinduism, Islam, Christian Ways of Life, Judaism, OPD, Buddhism, Sikhism), KS4 (Throughout), KS5 (Unit 4 implications). Assessment criteria, part e), KS4 * English (CR) - SOWs such as those mentioned above, often begin with a discussion which explores pupils’ attitudes, the end of the SOW has a similar discussion where we consider if, how and why our views may have changed. * Business (JC) - Debate work (stakeholders) * DT (SW) - Peer assessment: feedback sheets and booklets. * PE (JH) – Theory and practical peer assessments * Drama (NB) - Consistently within devising work. Pupils are encouraged to understand that their devised work will change as they go through the process. This means that they constantly have to reflect and reassess the work and ideas that they have in order to take it forward. | * G and T (PB) - in the Unlocking AA\*DI Potential CPD sessions delivered by DP there is a large part of the pack dedicated to effective debating skills and its delivery * SEN (SL) - Social Story Work with students with SEND: BW and records of social stories used. * Life Skills (KG) - Range of opportunities including through Drugs Education and SRE; Chelsea’s Choice; The Buzzed; PMNW * DOY (SDS) – Assembly - respect | * History (PG)-Frequent debates in multiple lessons across Key Stages. Moral dilemmas discussed e.g. poverty (Y12) * RE(HM): Part D completed only * Business (JC): Debate work (stakeholders) – year 12 BTEC |  |
| * Are pupils developing an understanding of morality within relationships? |  | * RE (HM) - Pupils look at the ethical requirements of human relationships in KS4. SoW KS4 (Human Relationships) * Business (JC) - Morals / laws in business taught and considered. | * SEN (SL) - Personalised relationship and sex education for students with SEND (Asperger’s). SENCo has PPT. * DoY 11 (BB) - School Nurse assembly * DOY (SDS) – Assembly - respect | * As Sociology (PG): several controversial issues covered during the year including; domestic violence, sexual crime, role of the media and theoretical approaches. * RE(HM): SoW KS4 (Human Relationships Marriage and the family) | * DOY (AP)(: Women’s Aid lifeskills sessions. * DoE (WM): Teambuilding and moral issues are discussed and developed along with a sense of fair play utilising the DofE’s 20 conditions and remotely supervised assessments. * Lifeskills (KG): SRE; Anti-bullying; Friendships   and relationships; Mental Health. |
| * Do pupils understand the moral responsibility to treat people equally despite race, gender, faith, sexuality or disability? |  | * RE (HM) - Pupils evaluate the moral responsibility of people with regard to these issues at both Key Stage 3 and Key Stage 4. SoW KS3 (Christian Ways of Life (Rosa Parks)), KS4 (Medical Ethics, Human Relationships, Equality) * Business (JC) - Recruitment law covers this; students often get very passionate about this subject and lots of re life examples and discussions can happen. * ICT (AM) - As part of Applied ICT in year 12, pupils look at the digital divide, and how we are looking to overcome that divide, a key component of this are the socio-economic reasons behind why some groups are not more active parts of society. Pupils also then consider how we are overcoming these issues. | * Life Skills (KG) - Range of opportunities including through Citizenship and SRE; Mental Health stigma programme * DOY (SDS) - Assembly – respect, sexism, racism | As Sociology (PG): several controversial issues covered during the year including; domestic violence, sexual crime, role of the media and theoretical approaches.   * RE(HM): KS4 (Medical Ethics, Human Relationships, Equality Marriage and the family, religion and community cohesion) | * HAV Council (WM) attendance at the later life matters event assisted in intergenerational communication and the avoidance of negative stereotyping both by students and by older visitors to the event. * DOY (AP): Proposed Stonewall Champion external speaker to come into school. |
| * Are pupils developing a moral responsibility towards any form of harassment or bullying? |  | * RE (HM) - Pupils study the issue of homophobia at the end of Year 10. They also engage in consideration of how we should treat others at both Key Stage 3 and Key Stage 4, as well as looking at how we should attempt to avoid prejudice and/or poor behaviour toward others. SoW KS3 (Christian Ways of Life), KS4 (Equality, Peace and Justice, Homophobia) * Business (JC) - We work alongside the police and the fire service and we tackle an issue every year, we do it business dragons den style. We have covered issues such as bin fires, low level violence, hate crime and the impact of ach on students, the community and crime rates. This is done in year 8 and 9 by a opt in group. Assemblies and awareness campaigns for this are run whole school with the help of students and tide agencies. * ICT (AM)) - KS3 Cyber-bullying | * DOE - Volunteering opportunities undertaken by students participating in their Duke of Edinburgh Award include working in primary schools and as peer buddies. These opportunities encourage young people to develop their empathy skills and to increase their moral principles and responsibilities. * DoY Yr 8/10 (GP/SDS) - Bullying assemblies Peer buddies * Questionnaires on bullying * DoY 7 (SF) - Peer buddy work. Assemblies, one to one meetings. * DoY 6th form (JP) - School Anti-bullying policy, VI Form relevant * Life Skills (KG) - Anti-bullying resources; Peer buddies; | * As Sociology: several controversial issues covered during the year including; domestic violence, sexual crime, role of the media and theoretical approaches. * RE(HM): KS4 (Equality, Peace and Justice Peace and conflict, Homophobia) * Business (JC): We have covered the issues and impact of alcohol abuse this year |  |
| * Are pupils aware of who to go to for help and support or to make a complaint? |  | * RE (HM)- Pupils are aware that they can speak to members of staff in the department for help and support (and have), and there are systems in place for them to make complaints.   Speak to PB for specific details   * DT (SW) - Verbal discussion with student if there is an issue in class. Alternatively encouraged to speak to tutor and DOY. * ICT (AM) - In the cyber-bullying module we look at what systems exist for us to report to and support victims. | * G and T (PB) - Within AG&T they and their parents are aware of communicating with the G&T coordinator for support on AG&T matters. * Bullying (JPB) - Have evidence on this for anti-bullying (student and staff planners have entries in them etc.) * SENCo has IEPs which reinforce this. Key-working records. * Questionnaires * Learning mentor role * Discussions with parents * DoY 7 (SF) - The learning zone and pastoral staff, key workers for vulnerable pupils * DoY 11 (BB) - Clear instructions on the ‘ladder’ of who to go to for whatever reason is relayed to all students, for Child Protection – Mrs Blackett, for example * DOY (SDS) - Assemblies – slavery, holocaust, racism |  | * Pupil Voice (WM)- Students have used student voice and the voice@hattonacademy.org.uk email link to have their views and complaints heard. These have then been directed to other members of staff as appropriate. * DoE (WM): Due to the remote supervision aspects of the award students are taught to make judgement calls regarding when to seek help and advice and are taught the correct and appropriate use of emergency contact procedures. * DOY (SDS): Assembly – self harming and support that’s there for you, school nurse assembly, referral to CAMHS * Lifeskills (KG): Safeguarding assemblies |
| * Teaching and curriculum materials in all subjects have positive images of disabled people; of gay and lesbian people; of both women and men in non-gender stereotypical roles; and of people from a wide range of ethnic, religious and cultural background) |  |  |  | * PE: focus on the Olympic games to provide disabled role models esp.in Year 13 * English (CR):Positive images of gay and lesbian characters are explored in Y12 with Oranges are not the Fruit and Bent. Images of women are discussed during various KS4 units and further into A Level study. A wide range of ethnicities can be covered during the Poetry from Other Cultures unit. IGCSE coursework argument coursework offers tasks on attitudes to race; disability and gender. * Work related learning: All sources of information, whether electronic or hard copy contain positive images and are from a wide range of backgrounds. * Business Studies (JC) – WE look at entrepreneurs and famous business people. Rather than the people we consider the skills needed to be a business person, to perform certain job roles and to work well in the business environment. Case studies use a variety of names from different ethnicities and a variety of businesses from across the globe. We did a very big research project in China and businesses in china had discussed how to be successful when operating in china in year 13 Business Studies for the A2 research project. * D/T (SW): The Departmental displays include a range of images of people within different roles beyond stereotypes. There is also a display specifically on gender stereotypes in Graphics about Male Textiles designers.   We had a guest speaker who was a female Civil engineer.   * ICT/Computing (AM): We mention this in KS3 and 4, but focus on the impact that technology has on different elements in society. We look at the levelling effect of the internet, how those with physical or mental difficulties can take advantage of technological advances. We look at how communities can build up for specific groups. * Maths (JM): Exam questions, textbooks and worksheets have positive and frequent coverage of disability, gender equality / non-stereotypes and ethnicity. Little coverage of gay/lesbian issues. * Performing Arts (PG): Studying, analysing and deconstructing representations and stereotypes are central to the teaching of Media Studies. * RE(HM); At KS3 when studying all of the major world religions we show a positive image of people from different ethnicities, religions and cultures. * At KS4 we study Marriage and the family exploring the different views to the roles of men and women and attitudes towards homosexuals. * At KS4 we also have a unit on homophobia which looks to combat stereotypes. * Science (NS): SOW portray positive images throughout, displays in the science department portray positive images of scientists from varying backgrounds. * Geography (CP): In year 7 Students study Kenya and explore the lives of the Maasai and how they live. In Year 8 and 9 students study the rainforest in Brazil and the indigenous people who live there. Understand the importance of people at differing scales – local, national, global. * Art (JS): relates to artists, their experiences and how this has affected their art work. | * (AP) LGBT sections and resources available within the library * Anti-bullying (JB): We have a Stonewall champion (Plant). Two staff (Barker and Plant) and three students (Harrison Sanders /9, Jayesh Patel/11 and Emily Steele/11) have attended the Education for all conference (Stonewall). We use stonewall, CPS and TaMHS materials during training, assemblies and form activities * Lifeskills (KG): Materials reflect a range of cultures and a wide range of backgrounds; new CPS resources on LGBT include a unit on positive role models of gay and lesbian people; careers units explore issues of stereotyping as do lessons on social media and bias. Unit on Mental Health in year 10 explores positive images of people with mental health. * EAL (TA): All teaching materials used in EAL lessons and around the EAL room should positive images of people from a wide range of ethnic, religious and cultural backgrounds. * DOY (GS): Journey to Jo’Burg done with nurture group * DoE (WM): DofE Posters show this as do sample videos and examples utilised, these are used in advertising to potential participants and are displayed in C Block. Resources used in lessons also reflect diversity. |

##### Social Development

Social development is about helping young people to work effectively with each other and to participate successfully in the community as a whole. 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, multicultural society. It involves growth in knowledge and understanding of society in all its aspects. 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.

Pupils experience community at different levels. These start with the families or other units in which they live, work and play and go on to embrace local, national and global societies which are accessible to them through their own mobility, or through the media and ICT. Schools have a vital role to play in developing pupils’ contacts with society at these different levels. This is very well recognised in different guidance to schools. For example, in the non-statutory guidelines for PSHE published with the latest version of the National Curriculum, one of the three elements is headed ‘Developing good relationships and respecting the differences between people’. It goes on to say that pupils should be taught a range of things linked to different levels of society including the family, work and friendship groups, and society as a whole.

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| Question | In Place | Evidence Academic | Evidence Pastoral | July 2014 update  Academic | July 2014 update  Pastoral |
| * Do we identifying and promote key values and principles on which school and community life is based? | Yes | * In all lessons throughout the school the founding values of every child matters is taught through a rich and varied curriculum which is enhanced by a range of extracurricular opportunities. * RE (HM) - Concepts such as helping others, tolerance and respect are promoted throughout KS3 and KS4, with a particular focus on the importance of following key concepts such as the Golden Rule. SOW KS3 (Christian Ways of Life), KS4 (Equality) * ICT (AM) - In year 8 we create a class version of the school newspaper. | * DOE - Volunteering opportunities undertaken by students participating in their Duke of Edinburgh Award include working in charity shops and in primary schools. These encourage young people to develop their empathy skills etc. they also foster a wider interest in the community and in developing skills and sports etc. to help promote a healthy lifestyle. * G and T - A big part of the NACE AG&T framework is based around promoting key values, and developing potential and celebrating success around a positive ethos. * SEN (SL) - Breakfast and Lunch Club: attendance records and observation. * DoY 6th form (JP) - Year 12 Work experience * House System (DB) - The house system promotes the key values of team work, respect and charity, through events, competitions and charity days such as ‘wear it pink’. | * RE(HM): KS4 (Equality Religion and community cohesion) | * Democratic principles are emphasised by the HAV election system. They have been underpinned by meetings with locally elected officials such as our MP and the mayor. Students are identified with badges which help to promote these ideals. * Key workers for specific pupils * Lifeskills (KG): Unicef RRSS Award starting June 2014 onwards |
| * Do we foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish? | Yes | * Maths (AM) - Promoting Achievement: Early entry of GCSEs; Further Maths qualification in Year 11; IGCSE; GCSE Statistics * RE (HM) - Equality and tolerance are promoted within the subject. At KS3, students are encouraged to be tolerant of other cultural backgrounds and heritages. At KS4, students are encouraged to be tolerant of different ethnicities, sexual orientations and aware of gender equality. There is an inherent focus within the department on tolerance for different religions. SOW KS3 (RE PBL, Christian Ways of Life), KS4 (Equality, Homophobia) * Business (JC) - Lot of group work it varies from friendship work, paired work, teacher selected grouping and ability grouping both mixed and same. * DT (SW) - Plan and teach inclusive lessons. Active participation by all students * ICT (AM) - Year 12 – Digital Divide. Years 7 & 8 cyber-bullying. * History (PG) - Discussions of multiculturalism. | * SEN (SL) - Breakfast and Lunch Club: attendance records and observation. * DoY 11 (BB) - Through Community work such as the Hope Centre where we shared the Queen’s Award for Community work. * Life Skills (KG) - Range of opportunities through Drugs Education and SRE; Chelsea’s Choice; The Buzzed; PMNW; Human Rights and Responsibilities * House System (DB) - All four houses of the school (Burghley, Drake, Raleigh and Walsingham) encourage a community feeling within each house and the school. Captains encourage all students to participate irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion. * EAL (TA) - EAL pupils are given an induction to the school community. They are also given a buddy which is usually another EAL pupil to help them settle into school life. School peer mentors are assigned to EAL students to also help them with this. | * Maths (JM): additional maths qualification in Year 11; IGCSE; GCSE Statistics; Entry Level Certificate for very low ability Y11 students. * RE(HM): KS4 (Equality Religion and community, Homophobia) |  |
| * Do we encourage pupils to work co-operatively? | Yes | * MFL (SS) - All SOW require the need for pair work and group work. Specifically Year 7 SOW – collaborate on Fashion Show in groups. Year 8 SOW - collaborate on doctors’ dialogue. * Music (CJ) - All practical tasks at KS3 are in pairs or small groups to promote co-operation * RE (HM) - Group/paired work is present in most schemes of work. SOW KS3 (throughout), KS4 (throughout), KS5 (throughout) * Geography (CP) - In lessons but more significantly with fieldwork students are encouraged and supported to work together to collate group data such as the GCSE Geography controlled assessment fieldwork trip. * English (CR) - Pair and group activities are built into every SOW at all key stages. * DT KS5 (SW) - Students work in groups and teams. They are engaged in a range of activities that encourage students to work cooperatively. * DT (SW) - Students often undertake practical work in pairs in Food Technology KS3. Peer assessment at all key stages, * PE (JH) – This forms a significant part of all PE lessons where students are taught and expected to work together in a positive manner both within the sport itself and setting up and putting equipment away. Students work together and with staff in order to promote collaboration. This is reflected in students’ high values of the PE department and staff. * Media (P. Gibson) - Media and film production work is a collaborative process and pupils are encouraged to work in supportive, cohesive groups * Drama (NB) - Pupils are work in groups that are both chosen by the teacher but they also get the opportunity to choose their own groups. Within these groups it is imperative that all members strive to work well with others in order to reach a common goal. * ICT (AM) - Pupils do peer evaluation at the end of each unit. | * WRL - Year 12 work experience with colleagues. Evidence: employer reports re work experience * DOE - Through Duke of Edinburgh Award expedition’s students are encouraged to work in teams and to contribute to a group success, for example by ensuring they can share workload and collaborate, can empathise with team mates suffering from blisters etc. * G and T - Yes – big part of T&L and the NACE Challenge award feedback states that as a school we do a good job of this. * Pupil Voice (WM) - School council discussion, SSAT course * SEN (SL) - Breakfast and Lunch Club: attendance records and observation. * Nurture group ethos! * DoY 7 (SF) - Group work, use of peer buddies to work alongside younger pupils * DoY 6th form (JP) - Discussions within Life skills modules   VI Form Olympics  House competitions and activities   * Life Skills (KG) - Group Activities; Active Citizenship Units; Charity Fundraiser * House System (DB) - The house system encourages all pupils to work together with the common theme of gaining house points towards the House cup, awarded at the end of each term. The importance of co-operation and working as a team is reinforced and encouraged at every House assembly. * EAL (TA) - EAL pupils are given a buddy and have a peer mentor assigned to them to help with their transition into a new school and a new language. | * History (PG)-Group activities. e.g. PBL. | * HAV Council meetings encourage this style of working. Training for this will be provided by Mr Morton and Mr Brookes in collaboration with the House teams. |
| * Do we help pupils to recognise and respect social differences and similarities? | Yes | * Music (CJ) - World music topics require pupils to link similar and different techniques to world music, and how socio-economic differences affect the music produced in different countries, and areas of different countries * English (CR) - Autobiography in year 7 and ‘My Culture’ in year 8 promote an exploration of similarities and differences. This is reflected in their writing. * DT KS5 (SW) - Students explore social and moral issues in design. They look at inequalities in different countries and the relative impacts of the product in question. Evidence: 2a, 2b Sheets used a prompts to get students started. * History (PG) – Year 11 Liberal reforms and Yr 12 Poverty SOW. | * Life Skills (KG) - Human Rights; Equality; Diversity; SRE; Anti-bullying * EAL (TA) - EAL pupils are given an induction to help them understand social differences within a new country. | * MFL (SS): Videos shown of real life scenarios in TL in LEDCs at KS3 and 4 so that students can appreciate the chances they have been given and also empathise with the situation of others . Different concepts of beauty, and cultural differences, such as the wearing of a head scarf. * English (CR): Autobiography in year 7 and Poems from Other Cultures in year 8 promote an exploration of similarities and differences. This is reflected in their writing. | * (WM) Send My Friend To School helps students to develop their long term and worldwide empathy skills. * DoE (WM): We have acquired a range of equipment specifically for loan to Pupil Premium students and sensitively ensure other students are aware of the reasons for diverse equipment provision. * DOY (GS): 1 to 1 after incidents |
| * Do we provide positive corporate experiences – e.g. through assemblies, team activities, residential experiences, school productions? | Yes | * Maths (AM) - Northampton Saints trip; University visits * Music (CJ) - One main whole school production each year. Three concerts scheduled each year. * Business (JC) - Young enterprise company program runs in year 12 – set up their own business * Year 8 and 9 - We work alongside the police and the fire service and we tackle an issue every year, we do it business dragons den style. We have covered issues such as bin fires, low level violence, hate crime and the impact of ach on students, the community and crime rates. This is done in year 8 and 9 by an opt in group. Assemblies and awareness campaigns for this are run whole school with the help of students and tide agencies. * Year 11 and 13 – outside agency coming in to run a whole day of setting up your own business. * Year 12 and 13 Business and Economics attend conferences – 2 a year. * Year 10 go to Cadburys world to learn about production and functional areas. * Year 12 going to boots to investigate communication * Planned trip to Silverstone to look at promoting a brand * Enterprise degree unit completed with 4 most able business and economics students. * Fund raising activities done as part of enrichment including Hatton’s got talent. * Summer Transition with Getting Your Goal for new Y7 has taken place for the past 4 years in school. A week of activities to support literacy and numeracy in school alongside building confidence and resilience in readiness to join the Academy. Evidence is available for this. * PE (JH) - Whole school sports days, inter-house competitions, leadership opportunities for students. * Drama (NB) - School productions are produced once a year. Each year, feeder primary schools are invited to watch a matinee performance. The show provides a positive corporate message to the pupils that are involved and also to those who attend the show. Feedback from feeder schools has been very positive. | * Healthy Schools (APLant) - Hatton Health Fair – Wide range of companies and charities invited and extremely positive response about the engagement and interest of our pupils. * Extended Schools (VF)- *424 visits and sporting fixtures went out during the 2012/13 these include:* * Every Tuesday Enrichment Hour – Gym at Redwell and Waendal Leisure Centre * Every Wednesday Year 10 Students at Key Training * Every Wednesday Year 9 & 11 Students at Moulton College * 73 Sporting Fixtures * 13 Peer Buddy Visits to Primary Schools * Overseas visits for Berlin – History/MFL and Work Placement - Frankfurt * Visits to Universities – Durham, Northampton, Cambridge, Open University, Moulton College * Football Matches at Manchester & Wembley, Rugby International * Category C visits (high risk) – DofE, Nene Water Rafting, Protium Fuel Canal Boat * Field Trips – Liverpool, Hunstanton, West Lodge Farm * 3 Reward Days and Year 7 Frontier Camp   Plus visits to Theatre, Career Workshops, Maths, Science, Business, Enterprise, Mental Health, PE, Humanities, and Art workshops. Quizzes and Competitions with local schools. Teachers are proactive in seeking out opportunities for students within their departments.   * WRL (AP) - Through year 12 work experience. Evidence: work experience booklets * Careers Day year 9 World of Work workshops with employers. Evidence: programme for the day/student and employer feedback forms * Careers Day year 10 Developing Students’ Employability Skills & Careers Choices/interview skills/mock job interviews workshops with employers. Evidence: programme for the day/student and employer feedback forms * Careers Day year 12 - Getting that job including employer led workshops on Job Interview Skills/Having the right CV to get the right job/Dress to Impress (how to present yourselves at job interviews). Evidence: programme for the day/student and employer feedback forms * Taking year 10 Business students to the Wellingborough Careers Fair to help them complete a recruitment unit, March 2013. Evidence: trip booking form * Year 13 Competitive Edge programme where students not applying for university for one lesson per week attend a Connexions programme in school, which comprises mock job interviews with employers and a talk by a Human Resources Advisor from St Andrews Health Care. Evidence: programme for the programme * DT KS5 - Students are given the opportunity to enter National competitions given corporate context. These include the StarPack Packaging competition and the Bloor homes Architecture competition. Biannually students are given the opportunity to attend a residential trip to Disney Land Paris. * DOE - Through Duke of Edinburgh Award expeditions students are encouraged to work in teams and to contribute to a group success, these shared experiences then allow students to develop as individuals and also to facilitate growth based on their shared experiences and challenges faced and overcome. * G and T - A lot is done to stretch and provide opportunities for the More able – refer to the NACE Challenge award evidence file and the 2013 G&T SEF for examples of this. * SEN (SL)- Breakfast Club Trip June 2013   Trip for students with SEND July 2013  (GP) - Summer school for transition pupils  Assemblies   * Life Skills (KG) - Range of assemblies; PMNW; Chelsea’s Choice; The Buzzed; Community Health Fair * House System (DB) - There are many team activities throughout the year that are run by staff and the house team. Pupils learn the skill of co-operation through the such events as; * Sports day * The Knowledge * Wear it pink * Shoebox appeal * Inter house sports competitions * Spelling B * The House Cup * The Wondering trophy * These are celebrated in assemblies. | * History (PG)- trip to Berlin * MFL (SS): Trips abroad to Germany * Business (JC): Year 12 going to boots to investigate communication   Planned trip to Silverstone to look at promoting a brand  Enterprise degree unit completed with 4 most able business and economics students. – we now do a 3 day enterprise boot camp at the university that covers group work with other schools  Fund raising activities done as part of enrichment including Hatton’s got talent. | * Pupil voice (WM)- Group meetings, MP visit and trip to local council ‘later life matters’ event help to provide these experiences as will the training provided to HAV Council members on teamwork. * Nurture (GS): Summer school for transition pupils |
| * Do we help pupils develop personal qualities which are valued in a civilized society, e.g. thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence and self-respect? | Yes | * RE (HM) - Pupils are encouraged to be thoughtful and considerate of others, in particular those who are less fortunate than themselves or those who are different, either on the backdrop of religious ideas or through direct considerations of issues that pertain to said individuals. SOW KS3 (Christian Ways of Life), KS4 (Poverty and Wealth, Equality, Homophobia * PE (JH) – KS4 SOW includes the initial performer where students adopt the role of a leader, official or choreographer. This is an important lesson in demonstrating the skills required for good leadership, gaining respect etc. * ICT (AM) - The year 7 and 8 e-safety unit enables pupils to explore why cyber-bullies exist, and consider why they behave the way they do. | * DoE (WM) - Volunteering offers access to a range of activities and experiences such as working in a primary school or supporting youth events which enable students to gain a greater appreciation of the diversity of our culture and community. These areas also allow the development of skills which students can use to help them grow as individuals. Furthermore, through Duke of Edinburgh Award expeditions students are encouraged to work in teams and to contribute to a group success, for example by ensuring they can share workload and collaborate, can empathise with team mates suffering from blisters etc. Students also go on a journey of self-discovery and have a chance to build their moral position and increase their own sense of pride, achievement and self-respect. * G and T (PB) - We try to ensure that “it’s good to be clever” is a positive thing and not something that is frowned upon. * SEN (SL) - Breakfast and Lunch Club: attendance records and observation. * Life Skills (KG) - Via PSHEE Curriculum and Citizenship Curriculum * Extended Schools (VF) - The school council attended the Later Life Matters event for older people and helped them with their event – IT, helping and reception. Poster and information. The school band and choir has visited local older people’s homes and other community settings taking Christmas Hampers with them. We have supported the homeless shelter Day Light Centre, Hope Centre Food Bank, Children’s Centre for families in need and Sheltered homes on the local estates. This has raised awareness of those visiting these settings that life can be quite different for some compared to their own. * EAL (TA) - EAL pupils develop and are taught these values in their morning booster sessions. Buddies and peer mentors develop these qualities through their work with EAL pupils. | * Competitions for whole school, vivos and award evenings * RE(HM): KS4 (Poverty and Wealth, Equality Religion and community cohesion, Homophobia) * English (CR): Most of the texts studied depict characters who succeed/suffer because of their personal qualities and actions | * Pupil Voice (WM) - These are promoted through democratic elections as well as through the HAV team working training. |
| * Do we support pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community? | Yes | * RE (HM) - Pupils are encouraged to challenge prevailing social views where they do not fit with the ideas of respect and tolerance, and consider critically views that do not fit with the ethos that they hold individually or we hold as a school community. SoW KS4 (Homophobia, Religion and the Media) * Business (JC) - Stakeholders and their views taught. * History (PG) – Year 8 slavery (SOW). Students discuss the global slave trade and the collective responsibility of nations. Y10 students discuss the role and effectiveness of the League of Nations. | * G AND T (PB) - AG&T stress and anxiety issues are sometimes dealt with via dedicated AG&T mentoring with pupils and when required parents also. | * RE(HM): Pupils are encouraged to challenge prevailing social views where they do not fit with the ideas of respect and tolerance, and consider critically views that do not fit with the ethos that they hold individually or we hold as a school community.   SoW KS4 (Homophobia, Religion and the Media)   * English (CR): Many GCSE writing tasks involve the sharing of views about local and wider society. | * DoE (WM): Teambuilding and moral issues are discussed and developed along with a sense of fair play utilising the DofE’s 20 conditions and remotely supervised assessments. * DOY (GS): Assemblies with messages of concern from local residents |
| * Do we help pupils resolve tensions between their own aspirations and those of the group or wider society? | Yes | * Business (JC) - Contrasting views of stakeholders taught * PE (JH) – Behaviour management, reinforcing respecting authority and each other. | * DoY 6thform – Through university applications students are helped to come to terms with their likely outcomes and the options they have. Some students also need support and help to develop their potential and aspirations such as reaching for Russell enrichment and Oxbridge entries. * DoY 7 (SF) - One to one interventions and reconciliation meetings between groups. * DoY 11 (BB) - As a Year Head I use Peer Mediation and have involved the Police to assist in this * Life skills (KG) - Careers Education; Problem Solving - Enterprise events |  |  |
| * Are we helping pupils to develop a conceptual and linguistic framework within which to understand and debate social issues? | Yes | * RE (HM) - Pupils are assisted at KS4 in developing a linguistic framework, focused around the idea of a balanced and considered argument that will allow them to debate and understand social issues. Assessment criteria, part e), KS4, SOW KS4 (Throughout). Debating and philosophy have been included within enrichment sessions. * English (CR) - Through discussion built into all SOWs at all key stages. * Business (JC) - Year 8 and 9 - We work alongside the police and the fire service and we tackle an issue every year, we do it business dragons den style. We have covered issues such as bin fires, low level violence, hate crime and the impact of ach on students, the community and crime rates. This is done in year 8 and 9 by an opt in group. Assemblies and awareness campaigns for this are run whole school with the help of students and tide agencies. * ICT (AM) - The year 12 course is based on “life in the information age” which is an analysis of the role ICT has on society, as well as considering the benefits and drawbacks the technology affords. | * G AND T (PB) - Done within morning sessions with AG&T cohorts with DP. Unlocking AA\*DI Potential CPD sessions delivered by DP dedicate a strong part of the Differentiation part to effective debating. * Pupil Voice (WM) - School council discussion and meetings * EAL (TA) - EAL pupils are given dictionaries in their first language which they can use in all lessons. They also develop their language skills during the morning booster sessions. Class teachers use writing frames and other differentiation techniques to help develop the linguistic skills of our EAL pupils. | RE (HM): Pupils are assisted at KS4 in developing a linguistic framework, focused around the idea of a balanced and considered argument that will allow them to debate and understand social issues.  Assessment criteria, part e) part d) , KS4   * SoW KS4 (Throughout) | * Lifeskills (KG): Unicef RRSS Award starting June 2014 onwards |
| * Do we provide opportunities for engaging in the democratic process and participating in community life, e.g. school council? | Yes | * History (PG) – Mock elections on Russia in yea r12 | * Healthy Schools (A PLANT)- Health team – students have worked with the canteen to appoint a new canteen manager * Extended Schools (VF) - Nepalese visitors and students went to meet the Mayor at the Council Buildings and had a tour around the Council Chambers to find out about the work of the council and councillors. The school council has been involved in local events as they arise – Later Life Matters. The current Mayor is very supportive of the school and has attended events – Health Fair, Christmas Carol Concert when students have opportunities to meet with him and to discuss his role. * DoE (WM) - The KS4 AS G&T Politics club encourages the understanding and engagement of students in this process and facilitates their engagement and involvement in understanding political life.   DoY 6th form (JP) - VI Form participation in the school council  Election of House captains   * Life skills (KG) - Active Citizenship Project - Year 9; Government and Voting covered in all key Stages | * English (CR): HAV council has been supported and promoted through English lessons | * Pupil Voice (WM) - HAV Council are elected on a process of Nomination, Selection and Democratic election. In addition students are encouraged to find out more about the democratic process by meeting local MPs and councillors. |
| * Can pupils: * adjust to a range of social contexts by appropriate and sensitive behaviour? * relate well to other people’s social skills and personal qualities? * work successfully, as a member of a group or team? | Yes | * Geography (CP) - Students are encouraged to work together on fieldwork but also to speak to members of the public in an appropriate way in order to carry out surveys and questionnaires. * English (CR) - Pair and group activities are built into every SOW at all key stages * Business (JC) - Lot of group work it varies from friendship work, paired work, teacher selected grouping and ability grouping both mixed and same, pupil are encouraged to work with many different people in the class. * PE (JH) – Heavily demonstrated/emphasised in BTEC Sports units primarily sports leadership: * Assess qualities of others * Work to lead others both peers and younger students. * Drama (NB) - Year 8 pupils have used the Gang Crime scheme of work and it has allowed them to have a greater understanding of a range of different social contexts. The use of characterisation skills also allows pupils to have a more significant understanding of different personalities that people have. | * DoE (WM) - Volunteering offers access to a range of activities and experiences such as working in a primary school, peer buddying or supporting youth events which enable students to gain a greater appreciation of the diversity of our culture and community. These areas also allow the development of skills which students can use to help them grow as individuals. Furthermore, through Duke of Edinburgh Award expeditions students are encouraged to work in teams and to contribute to a group success, for example by ensuring they can share workload and collaborate, can empathise with team mates suffering from blisters etc. Students also go on a journey of self-discovery and have a chance to build their moral position and increase their own sense of pride, achievement and self-respect. * G and T (PB) - Group work is supported – through AG&T good practice we try to strengthen pupil individually such as leadership/teamwork/managing skills….   Also as part of Year 7 and 8 Wellingborough schools quiz they have to work in mixed year groups as teams.   * Pupil Voice (WM) - Helping OAPs and giving information at a local hall * DoY 6th form (JP) - VI Form Olympics   House competitions and activities   * House System (DB) - The house system encourages the qualities of team work through house events. Students celebrate team work and fair play during all assemblies. Pupils are awarded house points/Vivos for team work and fair play. * WRL (AP) – Students are taught about the importance of setting a positive impression to future employers, they are encouraged to work positively in the team they join. Many students do gain part time work from their work experience which demonstrates the impact this has. | * History (PG)- PBL. PLTS skills throughout. * RE (HM): Pupils are assisted at KS4 in developing a linguistic framework, focused around the idea of a balanced and considered argument that will allow them to debate and understand social issues.   Assessment criteria, part e) part d) , KS4  SoW KS4 (Throughout) | * Pupil Voice (WM) - Teamwork training including command tasks is provided to HAV Council members. This is then used to support teamwork at meetings and at external events such as the ‘later life matters event.’ * DOY (GS): Expect respect sessions * DOY(SDS): Pastoral team – work and adjust every day with different students * Lifeskills (KG): Active Citizenship   Project |
| * Do pupils: * exercise responsibility? * 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? * understand the notion of interdependence in an increasingly complex society? | Yes | * Music (CJ) - Musical visits to primary schools, residential homes and local support organisations * Business (JC) - Year 8 and 9 - We work alongside the police and the fire service and we tackle an issue every year, we do it business dragons den style. We have covered issues such as bin fires, low level violence, hate crime and the impact of ach on students, the community and crime rates. This is done in year 8 and 9 by an opt in group. Assemblies and awareness campaigns for this are run whole school with the help of students and outside agencies. * PE (JH) – KS4 however only 1 hour a week, KS3 2 hours a week. * Wellingborough PE association fixtures | * Extended Schools (VF) - We have visited the Hope Centre for gardening – this is a neighbourhood initiative supporting the local community with parent support, child care, getting in to work schemes, raising adult aspirations – students were supporting the centre with their environmental garden project. * Later Life Matters event (PB) – student council helping others, council chambers. Enterprise events, Rotary Competitions. With Wellingborough Homes we have run IT courses for older people in their sheltered accommodation. Life is Not a Number event when older people came into school and our students debate the issue of reducing the age gap between older and younger people looking at how young people can gain from their experience and learn new skills. * DoE (WM) - During DoE expeditions students are jointly and severally liable and responsible for their own safety and success. This encourages their understanding of communities and of how they are responsible for their own success or failure. * G and T - Many of the talented aspects of AG&T support the community – especially that of the school drama production, arts festival, music within the community (especially around Christmas period) * Pupil Voice (WM) - Collect money and fund raise. Helping OAPs and giving information at a local hall * DoY 11 (BB) - We have participated with a charity that operates locally, working on a Community Centre Project * Life skills (KG) - SRE; Aspects of SEAL; Relationships education; Diversity Resources; anti-bullying | * A2 Sociology (PG): power and politics studied in Y13 in addition to crime and deviance. | * Pupil Voice (WM)-Community events include: Late Life Matters. Other methods of understanding events and societies include Send My Friend and supporting wider participation in global events such as meeting the Nepalese visitors. * DOY (GS): Peer mentor visits to primary |
| * Do we support pupils with advice offered by those in authority or with counselling roles? | Yes |  | * G and T (PB) - Counselling is offered via AG&T mentoring where required for underachievement/anxiety/stress….. * SEN (SL) - Key-working records. * (GP) - CAF-service 6, Educational psychologist etc. * DoY 6th form (JP) - VI Form participation in the school council * Life Skills (KG) - School Nurse drop in clinic; signposting to other agencies. * Peer buddies (JPB)– Quit peer mentoring training * EAL (TA) - EAL pupils are given an induction where they are introduced to key staff to see for advice (TA, AI and YJ). They are also shown the EAL room (C15) where they can also go to. |  | * DOY(SDS): Referral to CAMHS or Service 6 |
| * Are pupils encouraged to appreciate the rights and responsibilities of individuals within the wider social setting? | Yes | * Maths/Science/ICT - PBL lesson crime rates in the local community * Business (JC) - Laws, regulations and ethics in business taught. * DT (SW) - In GCSE Graphics students develop an understanding of the responsibility of designers when designing a product (lesson plan) * Geography (CP) - Fieldwork, students are taught to respect the rules and regulations of a venue or destination they visit such as a farm in year 8. | * DoE (WM) - Volunteering offers access to a range of activities and experiences such as working in a primary school, peer buddying or supporting youth events which enable students to gain a greater appreciation of the diversity of our culture and community. These areas also allow the development of skills which students can use to help them grow as individuals. * G and T (PB) - Positive ethos is a big drive of the NACE challenge award * Life Skills (KG) - Human Rights Units in Both Key Stages; Rights and Responsibilities in the workplace | * A2 Sociology (PG): power and politics studied in Y13 in addition to crime and deviance. * RE(HM): This is covered in the KS4 unit Rights and responsibilities * English (CR): As mentioned above with An Inspector Calls and many other texts | * Pupil Voice (WM) - Community events include: Late Life Matters. Other methods of understanding events and societies include Send My Friend and supporting wider participation in global events such as meeting the Nepalese visitors. Meetings with the mayor and MPs will help with this. |
| * Do we address ways in which to resolve conflicts and counter forces which militate against inclusion and unity? | Yes | * RE (HM)- Pupils are educated on those forces that work to prevent inclusion and unity within society, and given the prevailing religious views on how to challenge them. In particular, this is when looking at groups that are preventing tolerance for different groups, such as the Westborough Baptist Church, or those who are using religion for personal agendas. Ways to resolve these are presented under the guise of philosophies and key teachings. SoW KS3 (Islam), KS4 (Homophobia, Equality, Religion and the Media). Resources – key religious teachings | * DoY 11 (BB) - Peer Mediation helps here as do the support form DOYs and Learning mentors * Life Skills (KG) - Prevent; Mental Health Stigma; PMNW; safety | * RE(HM): SoW KS3 (Islam), KS4 (Homophobia, Equality, Religion and the Media) * English (CR): Many texts involve characters in various conflicts. Students are encourage to empathise and understand decisions and resolutions | * DoE (WM): Teambuilding and moral issues are discussed and developed along with a sense of fair play utilising the DofE’s 20 conditions and remotely supervised assessments. Discussions and group reflection at the end of each day of the expedition encourages students towards cohesion, teamwork and unity within their groups. |
| * Do we support pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community? | Yes | * RE (HM) - Pupils are encouraged to challenge prevailing social views where they do not fit with the ideas of respect and tolerance, and consider critically views that do not fit with the ethos that they hold individually or we hold as a school community. SoW KS4 (Homophobia, Religion and the Media) * Business (JC) - Business is all based around the world of work. Students make a CV, go through the recruitment process, go online and complete a fast tomato survey (skills audit) to match up their skills with potential job opportunities.   In year 11 students reflect on work experience in units 7 and 8 communication I business   * Drama (NB) - Within Year 10 I use the devised topic of ‘Teenagers’ and the pupils must consider society’s view of teenagers and appropriately challenge it using performance. | * Life Skills (KG) - Human Rights; Equality; Diversity; SRE; Anti-bullying | * A2 Sociology (PG): power and politics studied in Y13 in addition to crime and deviance. | * Pupil Voice (WM)-Students are encouraged to deal with these issues through discussion at HAV Council and through the voice@hattonacademy.org.uk email address * DOY(SDS): Links with the PCSO – Chris Howard |
| * Do we encourage pupils to reflect on their own contribution to society and to the world of work? | Yes | * Maths (AM) - Budgeting and value-for-money puzzles. Address “best value”, “holiday” and “utilities” type problems * MFL (SS) - Year 11 SOW – pupils complete a controlled assessment based on the world of work and future plans. * PE (JH) – KS5 A2 PE studies the historical and current implications between class and sport | * WRL (AP) - Year 12 work experience. Evidence: work experience handbooks * DoE (WM) - pupils are encouraged to reflect on the experiences they gain through volunteering and the skills building tasks they complete. They are then expected to feedback on this either through their e-dofe account or through presentations which are delivered at the end of expeditions. We are aiming to expand this event in 2013-14 in order to better celebrate the success of students through a presentations and awards evening. * DoY 6th form (JP) - Year 12 Work experience, Voluntary work * Lifeskills (KG) - Careers Education mapped from year 7 - 13 | * As sociology(PG) * Business (JC): In year 9, 10 and 13 we complete an evaluative piece to explain how well the students performed in interview. Students also assess the suitability to the job role in their skills audit and identify development activities to enhance their skills to make them more job specific. We research courses and colleges and other routes to careers. In year 13 students also make and assess the suitability of their recruitment documents. At AS and A2 students assess the suitability of Human resources strategies for case study businesses.   In year 11 students reflect on work experience in units 7 and 8 communication I business - complete |  |
| * Do pupils show respect for people, living things, property and the environment? | Yes | * MFL (SS) - Year 9 & 10 SOW look at the topic of the environment. Why it is important to be environmentally friendly. Year 13 German SOW has 2 topics on the environment – what the individual can do and what society can do in general. * RE (HM) - Pupils are educated on the environment and animals in various parts of KS4, and how best to show respect and develop a harmonious relationship with them using the ideas of different groups. SoW KS3 (OPD), KS4 (Religion and Science (Focus: Environment and Animals), Medical Ethics (Animal Testing), Peace and Justice (Crime), Good and Evil). * Business (JC) - Year 8 and 9 - We work alongside the police and the fire service and we tackle an issue every year, we do it business dragons den style. We have covered issues such as bin fires, low level violence, hate crime and the impact of ach on students, the community and crime rates. This is done in year 8 and 9 by an opt in group. Assemblies and awareness campaigns for this are run whole school with the help of students and outside agencies.   Teach social responsibility and why and how business can be and should be green and socially responsible and the impact on profits.   * DT KS5 (SW) - Students are taught about the 6 R’s (Recycle, repair, refuse, rethink, reduce, reuse), within this there are taught about sustainable issues and respect for the environment. Evidence 3a PPT on Sustainability. * DT (SW)- Students are abide by the H&S rules in the workshop, this includes proper and appropriate use of tools, equipment and materials. *Evidence: See H& S rules* * PE (JH) – Practical PE lesson foster respect for others and department equipment. | * DoE (WM) - Students undertaking their DoE awards are given basic training in interpreting the countryside code to aid in their understanding of living things and their environments * Pupil Voice (WM) - Eco village work for ISA / Connecting class room work * SEN (SL) - Breakfast and Lunch Club: attendance records and observation. * Life Skills (KG) - Units of Improving the environment and awareness | * High expectations across the school and lesson obs (History * RE (HM): SoW KS3 (OPD), KS4 (Religion and Science Environmental and medical issues (Focus: Environment and Animals), Medical Ethics (AnimalTesting), Peace and Justice Crime and punishment (Crime), Good and Evil). * English (CR): Many our texts show the consequences of a lack of respect for people and possessions | * Pupil Voice (WM) - HAV Council have campaigned and spent their budget on improving the school environment through new bins and benches. |
| * Are pupils encouraged to share views and opinions with others, and work towards consensus? | Yes | * MFL (SS) - Peer assessment in all SOW and year groups. Specifically in year KS 4 & KS5, where pupils can peer assess each other based on GCSE and A level mark schemes. * RE (HM) - Pupils are encouraged during lessons to debate ethical issues amongst themselves and reach a consensus as a class that takes into account the views of others. SoW KS4 (Ethics 1 and Ethics 2) * Art (JS) - Through discussion and feedback, although pupils are allowed their own personal opinion of art work – interpretation base on personal understanding and experiences * DT KS5 (SW) - Students are always actively encouraged to form opinions on their work and the work of others including commercial design. This often involves making final decision and justifying the consensus. * DT (SW) - Production planning and quality control exercise in A561 and A531 controlled assessment where students work as a group to generate a production plan with quality control checks.   Modelling exercise in the A561 controlled assessment where students work in groups to develop a modelled design idea.  *Evidence: Production plan exercise*   * PE (JH) – Planning in games / BTEC * Drama (NB) - In the majority of Drama lessons at SCHA, pupils are encouraged to not only work in groups but to also share their ideas and opinions about the topics that we are covering and to find a resolution in order to continue with performance work. This is most common in devising work, something that is covered by all year groups. The GCSE course requires the pupils to create a piece of theatre from a given stimulus. This means that each group has to come up with ideas for a performance based on the stimulus. They are required to discuss ideas and to find some common ground between these ideas in order to create a successful performance. (WJEC exam board). | * DoE (WM) - Through Duke of Edinburgh Award expeditions students are encouraged to use teamwork to find solutions to problems that they come across both in the classroom during planning and during the expedition phase of their assessment. * Life skills (KG) - Discussion and debate are part of the CZ assessment units | * History (PG)- debates * RE(HM): SoW KS4 (Ethics 1 and Ethics 2 Rights and responsibilities, Environmental issues, crime and punishment, Matters of life and death) * English (CR): All discussions and debates | * Pupil Voice (WM) - HAV Council discussions help to encourage these on a regular basis. |
| * Do we show educate pupils in their knowledge and understanding of drugs | Yes | * Science (NS)- Study of the effects of drugs in module B1 year 10 * MFL (SS) - Year 12 German SOW – unit on healthy life style. Drug taking and the dangers it entails are included. * PE (JH) – Performing enhancing drugs are discussed in the A level specification. | * (GP) - Circle time in nurture after drugs presentation * DoY 11 (BB) - We have had the Police visit students to work with small vulnerable groups and also whole school assemblies * Life skills (KG) - Drugs and alcohol education mapped across years 7 – 13 * Healthy Schools (VF) – Health Fair CAN attended | * Nurture (GS): Circle time to discuss issues * RE(HM): The KS4 unit Crime and punishment covers drugs, the law and their impact | * DOY(SDS): assembly on Drugs |
| * Do we support pupils with up to date advice on how to cope and deal with drug taking and addiction | Yes | * Science (NS) - Study of the effects of drugs in module B1 year 10 | * Healthy Schools – Health Fair CAN attended   Exploring frank website   * DoY 11 (BB) - Service Six visit the school on a regular basis, leave leaflets and talk to students about the dangers of drugs * Life skills (KG) - Drugs and alcohol education mapped across years 7 - 13 | * Explore and promote the use of FRANK website * RE(HM):The KS4 unit Crime and punishment covers drugs and their impact, looking at the social problems addiction can cause | * DoE (WM): Discussion of caffeine and the appropriate fuels for the body whilst on the expedition are explicit. * DOY(SDS): Assembly on Drugs |
| * Do we support students in dealing with issues of bullying and harassment? | Yes | * RE (HM) - Students are educated on the issues that are caused by bullying and harassment via the self-esteem cycle and the Homophobia SoW, SoW KS4 (Homophobia) * English (CR) - Autobiography in year 7 and ‘My Culture’ in year 8 promote an exploration of similarities and differences. This is reflected in their writing. * Business (JC) - Year 8 and 9 - We work alongside the police and the fire service and we tackle an issue every year, we do it business dragons den style. We have covered issues such as bin fires, low level violence, hate crime and the impact of ach on students, the community and crime rates. This is done in year 8 and 9 by an opt in group. Assemblies and awareness campaigns for this are run whole school with the help of students and outside agencies.   Cultural food in the canteen – to show everyone is different and to promote tolerance. Display boards mad by year 9 enterprise. | * DoE (WM) - Some DoE students have volunteered in supporting this area as peer buddies. * Bullying (JPB) - I have a folder full of evidence – we have gained the Silver award for anti-bullying * Doy 11 (BB) - A very clear procedure is explained to the students on how to report bullying and we act quickly to stamp it out, often involving the parents * Life skills (KG) - Anti-bullying lessons; drop-in clinic; | * RE (HM): The unit Peace and conflict also covers bullying and how to deal with it.   SoW KS4 (Homophobia and Peace and conflict) | * DOY (GS): Bully proof email   Safe room and reports to the police   * DOY(SDS) Bullying assembly, anti-bullying week, peer buddy system * Lifeskills (KG): Unicef RRSS Award starting June 2014 onwards   CPS LGBT units in for 2014 2015 |
| * Are students aware of how to prevent bullying and harassment? Are these themes understood as methods of prevention by students?  1. Shared humanity- similarity, sameness, and universality; 2. Difference and diversity-contrasting stories and interpretations; 3. Interdependence- borrowing, mingling and mutual benefit; 4. Excellence everywhere; 5. Identity and belonging; 6. Race, ethnicity and justice. | Yes | * RE (HM) - Pupils are encouraged to develop rules and codes that the school community should live by to help prevent these harassments from occurring. SoW KS4 (Homophobia) * ICT (AM) - Pupils are taught to deal with cyber bullying in the e-safety units, and create material to teach others. | * (GP) - Protective behaviours intervention * DoY 11 (BB) - A very clear procedure is explained to the students on how to report bullying and we act quickly to stamp it out, often involving the parents   Life skills (KG) –  A - human rights and global citizenship  B - Diversity resources  E - PSHE - SRE; family relationships; mental health resources   * F - as above - Government and politics resources |  | * DOY (AP): Protective behaviours * DOY (SDS): Bullying assembly, anti-bullying week, peer buddy system |
| * Are students aware of how to assess risk, assess and respond to risk in terms of: fire, roads, railways etc. | Yes | * Science (NS) - Students have to carry out risk assessments at KS3 and KS4 for controlled assessments. * Music (CJ) - Key element of the BTEC Music courses is H&S and risk assessment. * DT KS5 (SW) - Students are taught how to create and use Risk assessments. They are made aware of risks when on trips. * DT (SW) - Health and Safety contract is at the front of student’s booklet for RM.   Discussed in lessons, lesson plans, class display and verbally referred to during demonstration.  Students are taught about ‘risk assessment’ in the workshop and COSHH (control of substances hazardous to health in RM and Graphics GCSE.  *Evidence: SOW KS3 & 4* Core knowledge and revision.   * PE (JH) – Btec unit 3 – assessing risk is a compulsory unit for KS5. ] * ICT (AM) - Pupils will create a film about road safety in year 8 * Geography (CP) – on fieldwork students are taught about the possible hazards and risks and are told what they need to bring/wear to avoid risk. When working in small groups on A Level fieldwork they are taught to assess the risks as they collate their data. | * Extended Schools (VF) - For the past 2 years 100 Year 9 students have taken part in Prison Me No Way, a Crime & Safety Awareness Day which have involved raising awareness of consequences of actions when things go wrong and how these can be avoided – Court, Police, Fire Arms, Ambulance, CEOP, Drugs, Fire Services. DofE training involves risk management of activities when on expeditions. Students who have been on work placement visits, particularly Frankfurt, were they are expected to be self-aware in terms of looking after themselves without adult supervision also to get to and from home and work in a different country. Risk assessment available. * DoE (WM)- Students undertaking their DoE awards are given basic training in interpreting the countryside code to aid in their understanding of living things and their environments. They build and select their routes for expeditions based on the premise of risk management and avoiding the likes of A roads and railways. These risks are therefore considered and students are able to manage and respond to these effectively. * DoY 6th form (JP) - Road Safety Presentation – Year 12 * DoY 11 (BB) - We have asked the British Rail Police to come into school to explain the dangers to our students * Life skills (KG) - National Personal Safety Day; Road Safety Week. Fire - PMNW; Health and Safety | * Cooking and Nutrition (CP) : Pupils have to write HACCP plans and follow them, when producing food for consumption by others. | * DOY( SDS): Road safety and awareness in place |
| * Are students aware of their behaviour in terms of dealing with potentially harmful equipment and materials? | Yes | * Maths (AM) - Warning give about how much care is needed when dealing with scissors and compasses * Science (NS) - Students have to carry out risk assessments at KS3 and KS4 for controlled assessments. * DT KS5 (SW) - Students follow the Departmental Health and Safety policy, including behaviour in the workshop guidance. They are taught how to use equipment and use risk assessment cards. Evidence 4a Student Risk Assessment Card, 4b Risk Assessment for room. * DT (SW) - Health and Safety contract found in student’s booklets or folders. Students are taught about ‘risk assessment’ in the workshop and COSHH (control of substances hazardous to health in RM and Graphics GCSE. Classroom expectations discussed in lessons, displayed via PPT. *Evidence: Core knowledge and revision.* * Drama (NB) - When lighting equipment is being used, pupils are aware of how they should behave | * DoE (WM) - Students undertaking their DoE awards are given basic training in cooking, food safety and the like as well as training in the correct carrying and use of rucksacks etc. and how to prevent Blisters. They also receive St John Ambulance Accredited First Aid Training. |  |  |
| * Do students understand the health and safety procedures in place in school e.g. during a fire? | Yes | * Business (JC) - Health and safety in business taught including RSI and how to safe when using a computer / searching the web / sitting at a work station. * DT KS5 (SW) - Students follow the Departmental Health and Safety policy, including behaviour in the workshop guidance. They are taught how to use equipment and use risk assessment cards. Evidence 4a Student Risk Assessment Card, 4b Risk Assessment for room. * Media (P. Gibson) - Safe use of equipment is explicitly taught as part of practical units | * DoE (WM) - Students undertaking their DoE awards are given St John Ambulance Accredited First Aid Training. They are also taught how to respond to an emergency whilst walking and being remotely supervised. * Students carry out mock fire drills during the year as directed by C. Hinds (business manager) where they practice the routine of fire safety. C. Hinds gives talks to year groups in order to reinforce good safety procedures. Form tutors play a crucial role in delivering information to students. In addition each department has fire marshals who are responsible for ensure the dept. is evacuated as safely as possible |  |  |
| * Do students take care to look after themselves in activities outdoor? * Are students aware of safety procedures for outdoor activities? | Yes | * PE (JH) – This is demonstrated on lesson plans and SoW and in the PE KIT policy. Staff follow department guidance on instructing students and ensuring student safety is paramount when both indoors and outdoors. * Geography (CP) - Students are told of any safety procedures appropriate for certain trips and are informed of how to look after their belongings and themselves. | * DoE (WM) - Students undertaking their DoE awards are given St John Ambulance Accredited First Aid Training. They are also taught how to respond to an emergency whilst walking and being remotely supervised. They build and select their routes for expeditions based on the premise of risk management and avoiding the likes of A roads and railways. These risks are therefore considered and students are able to manage and respond to these effectively. They are also shown how to minimise fire risks etc. when cooking with gas stoves etc. * DoY 7 (SF) - Residential trip – yr. 7 Feb * DoY 11 (BB) - We have a Behaviour Policy for students to read and parents to sign on how to behave when out of school. * Trips and Visits (KC/VF) - Behaviour code of conduct |  |  |
| * Are students aware of who to contact during work experience if they need any support or assistance? | Yes | * MFL (SS) - Year 12 German work experience in Frankfurt. Pupils were very clearly directed about who to talk to if there were problems. * PE (JH) – Work experience; BTEC year 12; | * WRL (AP/SP) – Expectations are given to students and guidance is given on who to contact at school if there are any concerns. Staff are assigned students to visit and check that they are okay. |  |  |
| * Do students understand how their attitude and behaviour on work experience may influence others? |  | * MFL (SS) - Year 12 German work experience in Frankfurt. Pupils were very clearly directed as to how to behave, and if they deviated from this, they were aware that we would be in contact with Robert Half. | * WRL (AP) - Year 12 work experience. Evidence: work experience handbooks; assembly notes * DoY 6th form (JP) - Work experience code of conduct |  |  |
| * Are students aware of the dangers of online chat rooms? Internet? Cyber bullying? | Yes | * Business (JC) - Discussed in length in 6th form BTEC unit – ethical and operational issues when using computers and telecommunications * Media (P. Gibson) - Media encourages pupils to have balanced, well-informed opinions about the ‘dangers’ of the internet * ICT (AM) - We have a unit in year 7 and a unit in year 8 on the topic of cyber-bullying. | * Bullying (JPB) - Delivered as part of ICT (you will need to check with them), acceptable use etc. (AW) * CEOP awareness in nurture * Lifeskills (KG) - Cyber bullying; cyber safety - year 7/8   Chelsea’s Choice - year 9   * CEOPS training also Parent training on Ceops |  | * DOY (GS): E-safety assemblies * DOY have assemblies of E-Safety/Cyber bullying * Lifeskills (KG): Cyber safety new   Lessons in place  For 14/15 |
| * Do students know where they can get support and help if they feel in danger online? | Yes | * ICT (AM) - They are taught what to do, and where to go if they feel unsafe, they are taught about school systems in place to protect them as well as CEoP and other reporting mechanisms. | * CEOP awareness in nurture * Life skills (KG) - Cyber safety and cyber bullying resources; |  | * Lifeskills (KG): Cyber safety new   Lessons in place For 14/15 |
| * Do students know who to talk to if they feel in danger or come into danger with a violent group? E.g. domestically in the home or within their peers? | Yes |  | * Bullying (JPB) - Planner entries so students know where to go for help, peer buddy system * DoY 11 (BB) - We have educated our students well in this aspect of safety by using the Police in a ‘Keep yourself safe’ assembly * Life skills (KG) - Expect Respect - year 8 - Domestic Violence; Personal Safety Day information; regular visits from Safer community Team; * Students know they can discuss concerns with their form tutors, DOY which they are told cannot be kept confidential if they are at risk and this information is given to KAB. |  | * 6th Form (JP): Lifeskills module – Prevent – Keeping Young People Safe – Year 13 * Lifeskills (KG): Unicef RRSS Award starting June 2014 onwards |
| * Do we encourage students to recognise the dangers of extremism in a variety of contexts?” |  |  |  | * PE: unit 26 (work experience) affords pupils the opportunity to evaluate strengths and weaknesses of their work based placements * English: Issue of racism explored within text such as “Of Mice and Men”; IGCSE coursework * ICT/Computing (AM): In ICT at A-Level, we look at social networking as part of their investigation into the role of the internet in modernity. We mention the use of social networking as a tool to propagate a message (“going viral”). We do not go much further than this, but is goes without saying that if anything is said that were to raise concerns, these would be flagged up to the relevant school representative. * Performing Arts (PG): A2 Film Studies – Fight Club – Fascism, Misogyny * RE(HM): At KS5 Ethics (unit 1 at AS and unit 3 at A2) looks at the link between religion and morality. Both explore extremism and whether they can be called ‘truly religious’ looking at arguments from the religions (Muslim and Christian fundamentalists) and Richard Dawkins a renowned atheist. * Science (NS): This is not covered in any depth in the science curriculum. * Geography (CP): Year 8 – Crime unit looks at differing crime and the locations of this. How crime has changed and the growth of terrorism.   Year 10 – looks at the actions of extremism on the tourism industry. | * Work related learning (AP): students do realise that there are norms and conventions when applying for college, training, jobs and conducting themselves during interviews, and that extremist views and behaviours will impair their chances of success whether applying for or in a role. * Lifeskills (KG): Prevent units: In Lifeskills Year 9: Prevent 1 covers personal safety and community cohesion (using the Watch Over Me 1 Pack which was issued as part of the original Prevent strategy. 4 week unit * Year 10: Keeping Young People safe in Northamptonshire - anti-extremism and terrorism awareness unit (Resources were put together under the Prevent strategy in County in 2011/12) (4 week unit – replaced original Prevent 2) * Year 11: Prevent 3 (3 week unit) - re-visits personal safety and cohesion using the Watch Over Me 3 resources) * Year 12/13 - James Pinkney and I are in the process of finalising a date for a 3 hour presentation to year 12/13 in the Autumn term (hopefully Nov 13th )as outlined here by DC Jason Farmer: This is being run by Northants Police team and is funded through Prevent. I am writing to invite your school to take part in the pilot of the Prevent Schools Programme. Our aim is to raise awareness of the Home Office Prevent Strategy particularly the dangers associated with radicalisation. The programme also covers bullying and Hate Crime. To run the sessions I have enlisted Dr. Barot who is a highly skilled and published professional working for over twenty years, both nationally and internationally, in the field of equality and diversity, hate crimes and community engagement. The seminars are hard-hitting and are, in the main, aimed at sixth form students. * EAL (TA): Recent news on extremism is discussed during EAL lessons and linked into their curriculum. * Sixth form (JP): Lifeskills presentation and workshop – Prevent - Keeping Young People Safe – Year 12 & 13 |
| * Students are encouraged to make effective career and further education plans and transitions; including how to solve problems and deal appropriately with them at all key stages. |  |  |  | * PE: Work experience unit for Level 3 Btec provides the opportunity to apply for a job in a professional manner and also carry out a 2 week work based placement * Work related learning (AP): Example from each Key Stage:   Year 9 – students attend World of Work workshops ran by employers. They then look at career paths, reflecting on their own aspirations. These paths do include some of the obstacles in their way.  Year 11 – students attend talks from universities and colleges of Further Education. They then complete a ‘My Choices’ Diamond nine activity clarifying potential choices and reflecting on what they have learnt from the workshops attended. This also ranks aspects that effect their choices.  Year 12 – two week work experience in the summer term. As part of this students record any problems and how they dealt with them.  Also in year 13 students not applying to university take part in the Competitive Edge Programme where they investigate apprenticeship, employment and training opportunities and how they will achieve their ambitions and take part in mock job interviews. There is an evaluation at the end of the programme   * Business Studies (JC) - This is covered in year 9 and 10 in the controlled assessment recruitment unit all students have a connexions interview and they also plan and prepare recruitment documents for their chosen job role. They also complete a CV and application for the job and create a career development plan for their future chosen job role. WE also do something similar in year 13 BTEC. By the end of year 10 all students have complete the fast tomato online skills audit to match their skills to jobs.   In year 12 we offer young enterprise starting a small business as a yearlong programme where students assume different job roles.  In year 12 we also offer an enterprise boot camp where 5 chosen students form the AS cohort go and have a day3 day enterprise and running your own business boot camp.   * D/T (SW): Problem solving is intrinsic to the subject.   There are opportunities in Food Technology within the extra competitions such as ‘Future Chef’, which is career focused. There is a display on career routes from D&T. There is a careers section in the A Level Product Design room.  We had a guest speaker on careers focussed on civil engineering.   * ICT/Computing(AM): In ICT lessons we often relate the task in hand to business, contextualising the task, and how this skill is used by someone in industry. Indeed we often face the wonderful statement “I want to be an ‘xyz’ and that job doesn’t need ICT, why am I doing it?” This invariably results in a conversation in which the job role is analysed, and the role of ICT identified, and the pupil grudgingly continues with the task.   In A-Level, year 13 are given a client and asked to analyse an issue, for which they need to plan and produce a multimedia product. This is treated, not as school work, but in a managed workplace. Pupils arrange meetings, plan the project and work to deadlines set by the client. In this they are constantly solving problems, overcoming obstacles and setting their own interim goals.  In Year 8 pupils work on a PBL project to solve a crime. In this pupils are given the data collected at the scene, which the use to identify the criminals involved.   * Maths (JM): Support given by A-Level teachers to help UCAS applications for maths-related degrees, including coaching for STEP papers etc. * Increased emphasis on “selecting and applying” the correct method rather than just following an algorithm. * Performing Arts (PG): Communication skills. Use of standard English. Teamwork. * RE(HM): At KS4 we study Euthanasia, abortion, fertility treatments and transplant surgery. Students are to explore the issues involved and then solve the moral dilemma- which is the right thing to do (problem solving). * At KS5 we study Euthanasia and all of its ethical and moral implications. We also study Ethical theories and how we make moral decisions to solve our everyday moral dilemmas (Utilitarianism, Situation Ethics, Natural Moral Law, Virtue Ethics and Deontology). * Science (NS): We have had guest speakers in that have discussed career choices. Students are encouraged in lessons and through teaching to make the choices that are relevant. Science curriculum has numerous opportunities where problem solving techniques are learnt and taught at all Key stages. | * Lifeskills (KG): Careers units are mapped against ACEG provisions statements in Years 7 –11; Transition units are planned into each relevant year group as a part of careers education. Preparation for Working Life qualification in Years 10 and 11. * EAL (TA): EAL students, especially those who are new to the country, are given information and help on choosing the right career and further education plans for them, including English language courses at local colleges. The curriculum is adapted so they leave school with qualifications even though they are recent arrivals into the country. * DOY (GS): Peer mentor team to primary schools * Cover session for college pupils on fast tomato * DOY (SDS): Connexions meetings with Nicola Sheppi, Careers Fair. * Sixth form (JP): UCAS guidance/Competitive Edge scheme (Apprenticeship and job seeking guidance) |
| * Students are encouraged to review and reflect how they have benefited from career and work related learning activities and experiences. |  |  |  | * Work related learning (AP): Year 12 have two week work experience in the summer term. They have a debrief on this and a review section in their work experience handbook. They also have feedback reports from employers   All students complete evaluation sheets at the end of Careers Day   * Business Studies (JC) - In year 9, 10 and 13 we complete an evaluative piece to explain how well the students performed in interview. Students also assess the suitability to the job role in their skills audit and identify development activities to enhance their skills to make them more job specific. We research courses and colleges and other routes to careers. In year 13 students also make and assess the suitability of their recruitment documents. At AS and A2 students assess the suitability of Human resources strategies for case study businesses. * D/T (SW): There are some opportunities to reflect after competition entries. * Geography (CP): Throughout AS/A2 course – pupils are encouraged to discuss stake holder opinions. Also pupils are encouraged to complete decision making exercises in topics throughout GCSE | * Work related learning (AP): All students as part of Lifeskills complete an evaluation form at the end of the academic year * Anti-bullying (JB): We link participation in peer mentoring to UCAS and job applications as part of the advertising for the peer team * Lifeskills (KG): Preparation for Working Life qualification in Years 10 and 11. Progress booklets; Careers Day events. * EAL (TA): During EAL lessons, students are asked about their careers aspirations and are encouraged and helped with organising work experience to help them achieved these. * DOY (GS): Careers workshops run by connexions (took boys and girls) * DoE (WM): DofE volunteering section can aid in gaining these experiences. * DOY (SDS): Citizenship and Lifeskills – work skills coursework   Lacking work experience in year 10.   * Sixth form (JP): UCAS guidance/Competitive Edge scheme (Apprenticeship and job seeking guidance) |

1. Cultural Development

Cultural development is about pupils understanding their own culture, other cultures in their town, region and in the country 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 culture of shared experiences provided by television, travel and the Internet. It is about understanding that cultures are always changing and helping pupils understand and cope with change. Promoting pupils’ cultural development is intimately linked with schools’ attempts to value cultural diversity and prevent racism.

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| Question | Secure | Evidence Academic | Evidence Pastoral | July 2014 update  Academic | July 2014 update  Pastoral |
| * Does the school provide opportunities for pupils to explore their own cultural assumptions and values? | Yes | * RE (HM) - Pupils are encouraged to consider where they get their moral codes and values from, and reflect on their validity and/or purpose. They are also faced with issues, such as homophobia, where they must explore their own assumptions. They also address the issue of stereotyping and cultural assumptions. SOW KS4 (Homophobia, Good and Evil (Moral codes), Religion and the Media) * English (CR) - KS4 poetry explores poetry of other cultures – the starting point of the SOW is our own culture. * Business (JC) - Business culture taught extensively at Ks5 – our business culture compared to other countries delivered using case studies. * PBL (JM) – Year 7 students are encouraged in English and Humanities to explore culture through a world fair. * Drama (NB) - School production in place, theatre visits, using play texts in Years 8, 10, 11 and 13. | * G and T (PB) - We support AG&T with change and effects that this sometimes has on the pupil. Especially true nearing exams when AG&T are can feel pressured due to high targets and level of expectation. Mentoring is provided to help deal with this change. * EAL (TA) - EAL pupils have an induction where they introduce their own culture. They are also encouraged to share their culture with the school community and produce posters for displays for the EAL room in C15. | * MFL (SS): Discussing other cultures gives students a frame of reference for their own. * RE(HM): , Good and Evil Rights and responsibilities | * Pupil Voice (WM) - Discussion between HAV Council members and visitors from our Nepalese link school encourages this exploration of values. * Lifeskills (KG): Unicef RRSS Award starting June 2014 onwards   Diversity Units |
| * Do we present authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality? | Yes | * MFL (SS) - Year 13 German SOW – one of the topics is foreigners and integration, and the problems which these foreigners and politically persecuted face. * RE (HM)- The attitudes and values of other cultural traditions are portrayed heavily in KS3, in a realistic and reflective way, to address issues such as equality and misrepresentation. SOW KS3 (Islam), KS4 (Equality) * English (CR) - KS4 poetry addresses these issues. KS5 text also explore these issues. * Business (JC) - Year 8 and 9 - We work alongside the police and the fire service and we tackle an issue every year, we do it business dragons den style. We have covered issues such as bin fires, low level violence, hate crime and the impact of ach on students, the community and crime rates. This is done in year 8 and 9 by an opt in group. Assemblies and awareness campaigns for this are run whole school with the help of students and outside agencies. Bullying was a big focus this year. * PE (JH) – Racism in sport is a part of the A Level specification. | * DOY (SDS) - Assemblies – slavery, holocaust, racism * EAL (TA) - EAL pupils produce posters for displays in the EAL room in C15 which show their own culture. | * History (PG)-Y8 Empire/Slavery SOW. * RE(HM): ), KS4 (Equality Religion and community cohesion) | * DOY (SDS): Assemblies – slavery, holocaust, racism |
| * Are we extending pupils’ knowledge and use of cultural imagery and language across the curriculum? | Yes | * MFL (SS) - The teaching of MFL. * Art (JS) - Through looking at art work and understanding it and interpreting it in a personal way. * Media (P. Gibson) - FM4 World cinema – Japanese culture explored * Drama (NB) - Theatre visits, using play texts in Years 8, 10, 11 and 13. | Canteen - We even have weeks where we taste the cuisine of other cultures, our most recent was a Polish Day | AS Sociology (PG); work covered includes linguistic studies. |  |
| * Do we recognise and nurture particular gifts and talents? | Yes | * Science (NS) - Enhancement activities in science * Music (CJ) - G&T students are targeted for extra-curricular music ensembles. Opportunity provided for G&T pupils to learn to play a musical instrument * Art (JS) - That is what we strive for within the art dept. * Business (JC) - Enterprise degree unit at Northampton unit for 4 most able KS5 students in Business and Economics. Young enterprise - setting up their own business – opts in at KS5. Enterprise events run across all key stages on enterprise week. Enterprise in enrichment for years 8 ad 9 * DT KS5 (SW) - Students with creative abilities within D&T are provided with additional opportunities to nurture their talents. They are recognise don’t he school identification system as MA in design and can be selected to participate in activities such as the Rotary Technology Tournament. Evidence 4c – D&T More Able Policy * DT (SW) - Students are praised through written or verbal feedback. House points are also giving HA students/ G&T are challenged through extension work. * PE (JH) – Students are encouraged to represent both the school and county as appropriate, students are nurtured and assisted through extra-curricular sport.] * ICT (AM) - We have an oversubscribed computer enrichment session. | * G and T (PB) - We hold the NACE challenge award for AG&T provision. Refer to NACE evidence file and feedback given from the NACE award. * Rewards mentioned in assembly * DoY 6th form (JP) - Awards evenings   Half termly awards  Weekly awards   * House System (DB) - he house system celebrates students with particular talents in sport and knowledge. We nurture leadership skills though the following opportunities and roles; * House captain * Vice-captain * Team captain * Leaders * Team manager * Official * Reporter | * Cooking and Nutrition (CP): we encourage pupils to participate in the National Future Chef competition and the Wellingborough Rotary Competition. * Science (NS): Science road show   Guest speakers for AGT students  Brilliant club has a large science focus | * Pupil Voice (WM) - The HAV Council allows students to exercise skills and talents in diplomacy and discussion along with those of empathy and collaborative teamwork. * DoE (WM): All sections of the award support this aim; in particular the physical and skills sections allow and encourage students to nurture their own talents and to focus on building them. These are then showcased and rewarded, for example by the use of these talents in recruitment or by displaying skills at the health fair. |
| * Are we providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance? | Yes | * Maths (AM) - UK Maths Challenge and Team Maths Challenge * Music (CJ) - Music Ensembles; String Group, Orchestra, Woodwind Group, Wind Band, Guitar Group, Choir, Brass Groups, Jazz ensemble, School show. * English (CR) - Visiting authors come each year and we try to organise a theatre company to come into KS3. Theatre trips are organised for KS5. Reflection is implicit in the following lessons. * Media (P. Gibson) - Hatton film awards forming part of the revamped Arts Festival * Drama (NB) - All pupils are given the opportunity to take part in the school production and we also have a theatre group as an Enrichment offer. * Humanities/ English PBL World Fair | * Extended Schools (VF) - We have attended holocaust remembrance events, Bollywood event raising awareness of Asian culture. Taken part in the Wellingborough carnival being part of the community celebrations. The Berlin visit, raising awareness of the significant importance of consequences of world war and its devastating impact on others. Christmas celebrations – carol concert and local visits out in the community. * DoE (WM)- Volunteering and skills sections offers access to a range of activities and experiences such as working in a primary school, peer buddying or supporting youth events which enable students to gain a greater appreciation of the diversity of our culture and community. These areas also allow the development of skills which students can use to help them grow as individuals. * G and T (PB) - We try to develop pupil that have talents and celebrate it – e.g. arts festival, sporting events, annual drama production…. * Pupil Voice - Connecting class room project work building villages * DoY 6th form (JP) - School production, Arts festival, Christmas Carol Service |  | * Pupil Voice (WM) - Meeting with the MP and visits to the likes of the Later Life Matters event encourages this. Similarly the send my friend campaign encourages the spread of cultural awareness. * DOY (SDS): Enrichment choices/sessions |
| * Do we have partnerships with outside agencies and individuals that extend pupils’ cultural awareness - for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges? | Yes | * Maths (AM) - Northampton Saints * Science (NS) - Will be taking year 7/8 students to science museum/ Natural history museum in June 2014. * Music (CJ) - Northamptonshire Music and Performing Arts Trust (NMPAT) provide instrumental tuition to pupils. Keith Learmouth provides guitar tuition on a private basis * Extended Schools (VF) - Teachers visit theatres and museums, Nepal Visit, Frankfurt work placement schemes * Art (JS) – Students in year 10 visited Birmingham museum and art gallery, Year 10 also visited the national portrait gallery and Tate modern. Every other year 6th form students go to Cornwall for a residential week. * Business (JC) - We have contact with many employers   Boots  Young Enterprise  The police  The fir service  Cadburys world  Tutor2u   * PE (JH) – School sport partnerships exist with a range of agencies from other schools within the county during matches to venues such as Waendel and Club Diana. * Geography (CP) - There are a number of trips and visits that allow students to extend their cultural awareness: Year 7 farm visit, year 10 CA fieldwork, year 12 trip to Liverpool and Bournemouth. Partnerships with Rothwell Farm, coach companies, Sea monster at Hunstanton etc. * History (PG) – Berlin trip | * Extended Schools (VF) - We have links with the Castle Theatre and with local faiths groups we include them on community email to raise awareness of activities happening locally and in school. We invite faith leaders into school to build relationships. We are currently working with the supplementary schools who offer language schools for those whose English is a second language to hold their schools here with a view they will help us with translation when required. We receive information to share from the community to share with others too. We have regular visits from local organisations – Womens Aid with their Freedom programme, The Infuse Cafe a young people youth centre in the town, links with Rock Street and the Afro Caribbean Youth Club. * G and T (PB) - Link with Connexions regarding job opportunities for our most able – sessions are given specially for these cohorts in KS4. * Pupil Voice (WM) - Connecting class rooms Went to Nepal with two students   (GP) - Nurture group topic from museum   * Life skills (KG) - Theatre Groups; outside agencies for Community Health Fair | * Nurture (GS): group topic from museum * History (PG)- Trip to Berlin * MFL (SS)- Trip to Germany   Residential trips abroad to TL countries.   * Science (NS): Students going to science museum/natural history museum and this will be repeated next year   Year 13 Physics students are attending Cern in Geneva next academic year | * Pupil Voice (WM) - Wellingborough Council’s Later Life Matters, working with the Local MP and Send My Friend. * DoE(WM): One of our campsites in Lyvedon New Bield a major National Trust site. Whilst camping students are encouraged by staff to discuss the cultural heritage of Northamptonshire in these stunning surroundings. |
| * Do we reinforce the school’s cultural values through displays, posters, exhibitions, etc.? | Yes | * DT KS5 (SW) - The displays within D&T offer a very diverse representation. For example there is a display on different careers in D&T where a full range of people are portrayed within a range of roles. A full range of students work is displayed of varying quality and success; in the Architecture display historic landmarks from around the world are displayed. Enrichment opportunities are displayed such as DofE and Baking Week. * Music (CJ) - Diverse use of display material used both on display boards and using PowerPoint Presentations throughout the school day. * Geography (CP) – Displays in the department demonstrate what the requirements are of level and grade boundaries and encourage students to develop their literacy skills. | * EAL (TA) - C15 has displays and posters representing the different culture represented in our school community. There are also displays within different department, for example Science, which shows the school’s diverse culture. * Extended Schools (VF) - Information is displayed in A Block area, in reception, online, through newsletters, web page and at various parent events. * Life skills (KG) - Theatre Groups; outside agencies for Community Health Fair | * History( PG)- SMSC highlighted in all displays * MFL (SS): MFL posters showing TL vocabulary | * Pupil Voice (WM) - Youth Matters and Student Parliament have both been advertised via Voice. HAV Posters display a gender and ethnically neutral embodiment of a student. * DoE (WM): DofE Posters show this as do sample videos and examples utilised, these are used in advertising to potential participants and are displayed in C Block. Resources used in lessons also reflect diversity. * DoY (GS): Year 9 display in LZ |
| * Do pupils understand the influences which have shaped their own cultural heritage? | Yes | * Music (CJ) - Links of Jazz and Blues music to popular song today. Studying underground minority music (Hip-Hop, Ja) and its influence on British pop music culture * RE (HM) - Pupils are encouraged to reflect on the influence of religion on their cultural heritage at KS3, in particular Christian traditions and the Christian history of Britain. At KS4, pupils are encouraged to consider the cultural “hangover” with regard to issues such as homophobia and gender equality. SOW KS3 (Christian Ways of Life), KS4 (Homophobia, Equality) * English (CR) - The significance of social, cultural and historical context is an AO at KS4. It is therefore addressed in exam prep and c/wk. * DT (SW) - Careers in design / architecture (enrichment) display, good range of inspiring Departmental displays. * Nurture Group Year 7 (GP) - the Kid topic , Romans topic | DOY (SDS) - Assemblies – slavery, holocaust | Nurture (GS): Billy the Kid topic  RE: Equality is now removed | * DOY(SDS): Assemblies – slavery, holocaust |
| * Are pupils developing an ability to appreciate cultural diversity? | Yes | * MFL (SS) - Pupils study a MFL from year 7 into year 8 when it is compulsory for students. * RE (HM) - Pupils are faced with different cultures and encouraged to understand and appreciate the value of diverse religious traditions through experiential learning.   SOW KS3 (Hinduism, Islam, Judaism, Buddhism, Sikhism)   * English (CR) - Poetry from other cultures explores this at KS3. * DT KS5 (SW) - Through the development of an awareness of a range of designs and designers, as well as the exploration of the cultural impact on design. Students start to appreciate the range of cultural diversity. * Geography (CP) – Students show appreciation of cultural diversity during class discussions in a range of topics. * History (PG) - Slavery and empire lessons explore cultural diversity * Media (P. Gibson) - Fm4 Japanese cinema, FM1 Hollywood vs. UK cinema | * Nepal exchange * Life skills (KG) - Human Rights Units in Both Key Stages; Global and Local Citizenship; Links with other schools * DOY (SDS) - Assemblies – slavery, holocaust * EAL (TA) - EAL pupils share their own culture during morning booster groups and produce posters of these displayed in the EAL room in C15. They also learn about other cultures in these morning booster groups. |  | * Pupil Voice (WM) - Nepalese discussions and send my friend to school events have both facilitated this. |
| * Are pupils open to new ideas and willing to modify cultural values in the light of experience? | Yes | * RE (HM) - Pupils are open to ideas from other cultures and integrate them into their thought process on cultural and moral issues. Assessment KS4 (part e) * English (CR) - SOWs such as those mentioned above, often begin with a discussion which explores pupils’ attitudes, the end of the SOW has a similar discussion where we consider if, how and why our views may have changed. | * Nepal exchange * Life skills (KG) - Diversity resources; Prevent; Anti-bullying; challenging racial and other stereotypes * DOY (SDS) - Assemblies – slavery, holocaust | * MFL (SS): Extension work * RE(HM): Part E now removed | * Pupil Voice (WM) - Nepalese discussions and send my friend to school events have both facilitated this. |
| * Do we accord dignity and respect to other people’s values and beliefs, thereby challenging racism and valuing race equality? | Yes | * MFL (SS) - The teaching of MFL should negate some xenophobic attitudes. * RE (HM) - Religions and cultures are looked at in a culturally sensitive and tolerant way that promotes students being respectful. In particular, different ideas regarding equality and treating others fairly are discussed and have an impact on their views to racism. SOW KS3 (Christian Ways of Life) Assessment (KS4 Equality) * Geography (CP) – In watching videos on some cultures and places such as migration from Eastern Europe to Poland in year 10 and year 12 students are encouraged to challenge the diversity and the prejudice discussed. Teachers ensure students gain a balanced view of migration as on SoW, Lesson plans. | DOY (SDS) - Assemblies – slavery, holocaust | History (PG) - SOW Empire and Slavery. Lesson obs (legacy of empire).   * RE(HM): (KS4 Equality Religion and community cohesion) |  |
| * Are pupils encouraged to use language and understand images/icons, for example, in music, art, literature which have significance and meaning in a culture? | Yes | * RE (HM) - Pupils are taught the value of symbolism and art in religion and culture at KS3 and KS4. At KS4, it is part of a wider discussion of the valuable elements of religious practice. SOW KS3 (Throughout), KS4 (Religious and Spiritual Experience) * English (CR) - Poems, prose and nonfiction texts from other cultures are taught across all 3 key stages. * Art (JS) - Through annotation of others and their own work. * Business (JC) - Logos and slogans and their importance discussed a well as the importance of branding. McDonalds often used as an example of a business that had to change it culture and menus to suit cultures of the different countries it operates in. * DT KS5 (SW) - When students are required to explore the social and moral issues in Product Design they look at the use of images, pattern and language, looking at how the intended user interacts with the product. * Geography (CP) – Year 7 Kenya students study images on how the Maasai and Kikuyu live and what is important to them through imagery, photos of their homes, flags etc. * Drama (NB) - Year 11 and 13 have a glossary of key words that they should using with reference to the world of theatre | * International School connections – Nepal exchange * DOY (SDS) - Assemblies, drug – cannabis relationship to culture | * MFL (SS): Films, books and songs form TL speaking countries are looked at in different Key Stages. * RE (HM): all the below are now removed: and KS4. At KS4, it is part of a wider discussion of the valuable elements of religious practice.   SoW KS3 (Throughout), KS4 (Religious and Spiritual Experience) | * DoE (WM): One of our campsites in Lyvedon New Bield a major National Trust site. Whilst camping students are encouraged by staff to discuss the cultural heritage of Northamptonshire in these stunning surroundings. The iconography of this cross shaped catholic building and it’s decorations are obvious as are the scars on the building after being used as target practice by puritanical protestants during the civil war. |
| * Are pupils willing to participate in, and respond to, artistic and cultural enterprises? | Yes | * Music (CJ) - Uptake for extra-curricular music provision is stable. Performance opportunities include a Spring Recital, Summer Arts Festival, whole school production, alongside external performance opportunities within the community. * DT KS5 (SW) - Students are given the opportunity to enter competitions that require creative and artistic abilities. They can also select from several different enrichment activities offered within the Department. * Geography (CP) – Open evening students from the school are always willing to participate in cultural activities such as building maasai mudhuts and they encourage many future students to get involved. * Drama (NB) - A wide variety of pupils want to be involved in the school show and there are lots who want to be involved in the theatre group as well. | * G and T (PB) - Enterprise is a part of developing pupils with enterprise skills, - see J.Coe for more info. |  | * DoE (WM): This is encouraged through the skills section of the award |
| * Do we encourage a sense of personal enrichment through encounter with cultural media and traditions from a range of cultures? | Yes | * Music (CJ) - Key Stage 3 has units focusing on the music and culture of Indonesia, India, Africa and America. Students develop listening skills, composition “in the style of” experiences as well as first-hand experience of the genres. KS4 continue to study these areas in greater depth, developing deeper awareness and appreciation for the music and culture of these countries. * RE (HM) - Experiential elements of KS3 encourage personal enrichment through encounter with different traditions. SOW KS3 (Hinduism, Judaism) * Art - Study a range and variety of images and artefacts from around the world and from different regions * Geography (CP) - Students are encouraged to feel a sense of place by watching videos on cultural traditions as appropriate to SOW, Spec. such as Bruce Parry and the Matize for year 9 rainforest,. Students are also encouraged to carry out independent project work on place with their own investigations in year 7 World Geography and year 8 in tourism. * Drama (NB) - I use a short scheme based on pantomime with my Year 7 classes around the Christmas period. |  | * Cooking and Nutrition (CP) : we encourage cooking from cultures all around the world and accompany this with music and traditional facts and presentation styles from around the world. * MFL (SS): Films, books and songs form TL speaking countries are looked at in different Key Stages. |  |
| * Do we encourage a regard for the heights of human achievement in all cultures and societies; and an appreciation of the diversity and interdependence of cultures? | Yes | * RE (HM) - The significance of figures from other cultures is looked at in KS3. In particular, Gandhi and the Jewish patriarchs are considered, as well as how they inspire cultures other than their own. SOW KS3 (Judaism, Hinduism) * English (CR) - KS4 poetry explores poetry of other cultures – the starting point of the SOW is our own culture. * DT KS5 (SW) - Students explore different cultures through their Product Study and explore the impact of design. They are actively encouraged to research existing designers and their relative successes, these are drawn from around the world and students are required to explore different influences. * Geography (CP) – In all key stages here are topics which explore place some explicitly like Kenya and the British Isles at KS3 and at KS4/5 through themes. This allows students to explore global diversity, scale and spatial awareness of people particularly at KS4 with deforestation in the Amazon rainforest. At KS5 this is further discussed in hazards and how these affect people and their culture in different places. The use of appropriate technology to tackle climate change is also explored at KS5 and allows students to learn about the strategies used particularly in less economically developed countries such as the Pumpkin tank. * Media (P. Gibson) - Throughout the study of a range of media and film texts | DOY (SDS) - Assemblies – slavery, racism, drugs, bullying, self-harming | * MFL (SS): Through the teaching of MFL | * DoeE (WM): One of our campsites in Lyvedon New Bield a major National Trust site. Whilst camping students are encouraged by staff to discuss the cultural heritage of Northamptonshire in these stunning surroundings. The iconography of this cross shaped catholic building and it’s decorations are obvious as are the scars on the building after being used as target practice by puritanical protestants during the civil war. * DOY (SDS): Assemblies – slavery, racism, drugs, bullying, self-harming |
| * Do we encourage students to recognise the importance of shared British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs?” |  |  |  | English (CR): Law and liberty is discussed and written about with Stone Cold in Y8 while tolerance and respect is covered with the Poetry from Other Cultures unit.  Work related learning (AParsons): In terms of recruitment and opportunities at work/college/beyond school students are aware that discriminatory behaviours are not to be tolerated and we are to respect others regardless of gender, race, creed and/or colour.  Business and computing (JC, AM): In enterprise we do the county schools challenge – we look at the laws based around alcohol and the impact of alcohol abuse – students create an awareness campaign to promote the impact of alcohol abuse.  Business Studies – We cover laws based around recruitment and selection at KS5 (BTEC and A level) as well as Marketing and advertising laws at KS5 (BTEC and A level) and also we look at legal, ethical and operational laws and issues for business at KS5 (BTEC). At KS4 we look at induction training and health and safety law. At KS4 we create business plans where students have to research laws that will impact upon the opening of a new business.  ICT – In year 7 we do an e safety unit,  Year 9 look at up cycling and its importance (practice controlled assessment)….  Year 10 - creating a music festival – we consider trademarks (when naming the festival)  Year 11 – ocr – look at laws and regulations surrounding health and safety and RSI   * Design and technology (SW): It is addressed informally in lessons if required.   There are some cultural references in food.   * ICT/Computing (AM): In ICT and computing we have several units in which we look at e-safety, the role of the internet, and how information is presented to us. In these units we consider bias and how information can be manipulated to suit a specific purpose. In this we consider the law in regards to these matters, taking account of British law, and laws across the world.   In A-Level we look at how data can be manipulated and how different parts of the world have differing states of freedom and liberty. We look at the great firewall of China, and the difference in internet search results when using the term Tiananmen Square using a British/American search engine as opposed to a Chinese search engine.  In terms of mutual respect, when pupils are presenting work we always look to offer constructive critical feedback, and this is always about the work, rather than the person.   * Maths (JM): Some coverage of democracy, law, religious/ethnic demographic as part of GCSE Statistics course. * Performing Arts (PG): AS Film Studies – Living with Crime – morality and law * RE(HM): At KS4 the unit Rights and responsibilities covers sections about Human Rights in the UK and why it is important to take part in the democratic and electoral processes. The unit Religion and community cohesion looks at the UK as a multi-faith society and how individuals, the government and religions can promote racial harmony and community cohesion with people of different faiths/beliefs.   At KS5 in Ethics we study Justice, Law and Punishment exploring how these are all needed in our society.   * Science (NS): This is covered throughout KS3-5, when we discuss the social and moral aspects of stem cell research (discussions around faith). Energy resources (where we get most of our oil from and the beliefs of different individuals). * Geography (CP): Year 7 – British Isles SOW – location and influence of the UK.   Year 13 – Bridging the development gap – looks at the differing Aid given by the UK to other parts of the world.  Year 13 – Superpower Geographies – looks at the past colonial history of the UK, how this is still in play today and also the reasons that it is declining.   * Art (JS): through art work and the stories behind their creation and what they express as ideology. Not specifically related to British but covers lots of areas of context. | * PE: We always encourage tolerance within PE * Pupil Voice (WM) - HAV Council is based on democratic principles and is run on a basis of nomination, selection and election. The process of this encouragement of democratic British values is aided and encouraged through meetings with elected representatives such as the Mayor and MP. * Anti-bullying (JB): The team have to show complete tolerance and respect for their mentees. * Lifeskills (KG): Citizenship curriculum includes lessons on political literacy; democracy; new order for 2014 – “Our Precious values”; Prevent units * EAL (TA): EAL students learn about the British democratic system and law during their intervention sessions; this is especially important for those that are new to the country. Throughout every EAL lesson, students are encouraged to respect and have tolerance for those with different beliefs and faiths as our students who with others from a variety of different backgrounds. * DOY (GS): Citizen unit in lifeskills * DOY(SDS): Assembly held on recession and democracy in Oct 2013 * Sixth form (JP): Lifeskills presentation with four leading political parties – Year 12 & 13   Lifeskills presentation and workshop – Prevent - Keeping Young People Safe – Year 12 & 13 |