



We take a holistic approach to Spiritual, Moral, social and Cultural Development (SMSC). The following mapping exercise indicates examples of where each SMSC aspect is covered or reinforced. This is not an exhaustive list.

Spiritual Development			
Provision for the spiritual development of pupils includes developing their:	In our Tutor, Assembly and Citizenship Programme:	In our Curriculum:	In our Wider Experience and Enrichment Programme:
<p>Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</p>	<p><i>Often during assembly time, planned reflection takes place, aimed at addressing the spiritual aspect of quiet reflection.</i></p> <p><i>Assemblies are followed up each week with tutor activities to further enhance and deepen understanding. During tutor time, students are encouraged to reflect on the topic or theme being discussed and investigated. Our assemblies help to foster a sense of community. Weekly themes selected allow students the opportunity to consider spiritual and moral issues and help to reinforce the school ethos.</i></p> <p><i>The BBC news page is accessed during registration each week to spark topical discussion and interest. BBC news is also shown daily during lunchtimes.</i></p> <p><i>Citizenship lessons include:</i></p> <p>Y7: <i>Keeping safe and positive relationships</i></p> <p>Y8: <i>Mindfulness</i></p> <p>Y9: <i>Behaving to achieve – the need for rules</i></p>	<p><i>In English, students study a range of literature that develop spiritual development through discussion and debate. For example, the study of the classic novel ‘A Christmas Carol’ encourages discussion of ideas about sacrifice and redemption, considering the impact of conscience. This gives students the opportunity to think about the consequences of right and wrong behaviour, applying this to their own lives.</i></p> <p><i>In Maths, we strive to enable each of our students to explore the connections between their numeracy skills and every-day life. Developing deep thinking and an ability to question the way in which the world works promotes the spiritual growth of students. Students are encouraged to see the sequences, patterns, symmetry and scale both in the man-made and the natural world and to use maths as a tool to explore it more fully.</i></p> <p><i>In RE, there is an INSPIRE wall that stretches and challenges students to reflect more deeply.</i></p>	<p><i>Christian Union is an extremely popular lunchtime club run by Crossteach. Here, students reflect on aspects of faith and debate ethical and moral issues. Y7 students participate in both the Christmas and Easter Experience which encourage them to question and review widely held assumptions.</i></p> <p><i>The school has a ‘multi-faith’ room for individual reflection, contemplation and prayer.</i></p> <p><i>Senior students have set up and actively run a Gay, Straight Alliance (GSA) club on a weekly basis where students of all year groups are welcomed to reflect upon and share their experiences.</i></p>



	<p><i>Interpersonal Skills</i> Y10: <i>Managing tough times: change, grief and bereavement</i> <i>Parenting</i> Y11: <i>Risk taking and decision making</i> <i>Happiness and positivity</i></p>	<p><i>In Science, Year 11 study the ‘Creation of the Universe’ and ‘Big Bang Theory’, encouraging them to reflect on their own beliefs and perspectives as well as those of others.</i></p>	
<p>Knowledge of, and respect for, different people’s faiths, feelings and values</p>	<p><i>The Citizenship curriculum covers topic areas such as protected characteristics, LGBTQIA+ awareness, homophobia, transphobia, sexism, and racism. Through this, students are able to develop respect for all.</i></p> <p><i>Activities during Tutor Time encourage students to engage in thinking beyond everyday matters to ideas of local, national or global concern, and often asks students to focus on issues relating to citizenship and relationships. There are regular initiatives to promote awareness of and respect for different national and international events, e.g. Black History Month, LGBTQIA month, International Women’s Day.</i></p> <p><i>Citizenship lessons include:</i> Y7: <i>Racism and stereotypes</i> <i>Bullying or Banter. What is and isn’t acceptable.</i> <i>How we can prevent online Bullying</i> Y8: <i>Extremism</i> <i>Prejudice and discrimination</i> Y9: <i>British community, religion and culture</i> <i>Identity</i></p>	<p><i>In Design Technology, through Design and make activities, and independent research, students learn about a diverse array of beliefs and cultures that they may encounter on a daily basis, both inside and outside of school life and will use this knowledge to influence their design ideas.</i></p> <p><i>In Geography, the study of population, particularly in India, Kenya or China gives students an appreciation of different spiritual values that countries place on population issues, such as population policies and philosophies. Globalisation also allows students to reflect on their own beliefs and others, and the impacts a global world has on these.</i></p> <p><i>As part of the History curriculum students are encouraged to place themselves in the situation of others in the past and reflect on why certain choices may have been made and the beliefs which influence them. Spiritual growth is developed by encouraging students to be empathetic towards the different people they learn about. For example, they are often asked ‘how would you feel?’, ‘what</i></p>	<p><i>The school actively recognises students, valuing them and building their self – esteem. For example, INSPIRE recognition points, post cards home, thank you cards, and a celebration of success through our graduation scheme.</i></p> <p><i>The school celebrates difference, and embraces multicultural and religious festivals such as Eid, Lunar New Year, Remembrance, Diwali and National day of Reflection through assemblies and follow up whole school or tutor activities. For Lunar New Year, we recently shared red thank you cards to emulate red envelopes, experience food tasting and take part in creative activities.</i></p> <p><i>The Language College promotes intercultural awareness, encouraging students and the wider community to recognise, value and celebrate multi-lingual skills. Students with additional and heritage languages are given additional opportunities to develop</i></p>



	<p><i>The LGBTQAI+ Community</i> <i>Human Rights – Access to Education</i> <i>Discrimination and Equality Act 2010</i> Y10: <i>Hate Crime</i> <i>Tattoos and Piercings</i> <i>Forced and arranged marriages</i> <i>Same – sex relationships</i> <i>Gender and Trans Identity</i> <i>Community Cohesion</i> <i>Sexism</i> Y11: <i>Identity and Diversity</i> <i>Consent, rape and sexual harassment</i> <i>What makes good sex</i> <i>Relationship break-ups</i> <i>Multiculturalism</i> <i>Right-Wing Extremism</i></p>	<p><i>would you do?’ and ‘how would you react?’.</i> <i>Students are also given the opportunity to express themselves through creative writing such as diary entries, newspaper articles, and letters. History also gives students an opportunity to learn about different faiths. For example:</i> <i>Y7 pupils learn about the Reformation.</i> <i>Y9, pupils explore the Jewish faith.</i> <i>Y10 pupils learn about the Native American’s beliefs.</i></p> <p><i>In RE lessons, year 7 cover a range of beliefs and values, both religious and secular. (Specifically, from the religions of Judaism, Christianity and Islam)</i></p> <p><i>In Language lessons, students are taught to accept and embrace other languages and cultures through the teaching of MFL. A whole range of GCSE topics, and KS3 material covers topics from travel to education, healthy living and social awareness. Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary:</i> <i>Year 7 – Target country culture quiz and research homework for French and German, religious celebrations in France</i> <i>Year 8 - Religious celebrations in France, discussion on the range of religions in France</i> <i>Year 9 - Comparing religious/winter celebrations in Francophone countries and England</i> <i>KS4 – A wider look at cultural events</i></p>	<p><i>their proficiency and obtain additional accreditation.</i></p> <p><i>The Confucius Classroom initiative provides students with an invaluable insight into Chinese culture through a range of workshops and activities. The Nottingham Chinese School which is hosted by AW on Saturdays has regularly contributed to whole school events such as the Summer Fair, showcasing their musical skills and providing a fascinating insight into cultural traditions.</i></p>
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<p>Sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p><i>As part of Citizenship, students in all year groups are given opportunities to interact with members of the public and outside agencies in the form of guest speakers, Theatre in Education groups etc. These opportunities also allow students to explore and develop professional relationships.</i></p> <p><i>Year 9 take part in a ‘meet the professionals’ event during the Specialisms process, allowing them opportunity to engage, be curious and inspired by those in industry.</i></p> <p><i>Citizenship lessons include:</i></p> <p>Y7: <i>How can we keep good mental health and spot the signs of depression? How can I control anger? Puberty. What’s normal and what can I expect? FGM – what is it, why is it so serious and what can we all do to help?</i></p> <p>Y8: <i>Prejudice – Disability LGBT discrimination around the world Discrimination and stereotypes – Teenagers</i></p>	<p><i>In KS3 English, creative writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment.</i></p> <p><i>In KS3 Geography, when looking at natural phenomena such as earthquakes, volcanoes or tsunamis, a fascination and sense of awe and wonder about the world is developed.</i></p> <p><i>In History, students sense of curiosity is encouraged by persistently asking questions such as ‘how?’ and ‘why?’. This deepens their historical understanding as well as giving pupils an opportunity to reflect on important issues.</i></p> <p><i>In KS3 Performing Arts, through music, scripts, poetry and stories from other cultures, students have opportunities to reflect and demonstrate empathy. Through discussion</i></p>	<p><i>Examples include many theatre trips, overseas visits and school performances as well as the ‘Confucius Classroom’ which will culminate with some students experiencing a once in a lifetime opportunity to visit China. We also have a long-running German exchange, which enables students to attend our partner school in Germany and experience family-life, providing a fascinating insight into the culture and way of life of another European nation. Alongside this we also organise visits to Cologne, Paris and Madrid, which enhance students’ understanding and appreciation of other cultures.</i></p> <p><i>Achievement and effort are celebrated by giving out Inspire rewards, sending ‘Thank You’ cards, sending subject post cards home, head teacher post cards</i></p>



	<p><i>Environmental Issues.</i> Y9: <i>Human rights – Trafficking.</i> <i>How and why does the UK help people in other countries?</i> <i>What is sustainability and how can we personally live in a more sustainable way?</i></p> <p>Y10: <i>Fake news and critical thinking</i> <i>Relationships with role models</i> <i>Community Cohesion</i></p> <p>Y11: <i>Independent Living</i></p>	<p><i>and practical activities, they respond to the fascinating world around us.</i></p> <p><i>In KS3 RE, students are encouraged to recognise the wonders and mysteries of the natural world which may lead to questions about the existence of a divine creator.</i></p> <p><i>In Science, Year 8 focus on ‘Earth Science’ and Ecology, inspiring fascination and wonder of the world around them.</i></p>	<p><i>home, certificates, prize draws, subject awards, Graduation.</i></p> <p><i>The school’s enrichment programme is hugely diverse and expansive. Students are given a wide variety of opportunities to participate in productions, musical events, sports fixtures, cultural events, language classes and many other opportunities.</i></p>
<p>Use of imagination and creativity in their learning</p>	<p><i>Year 9, as part of their careers package, reflect upon what their lives will be like in 10- and 15-years’ time by producing a ‘dream cloud’ – they consider what job they will be doing, what lifestyle they will be leading and opportunities for future development.</i></p> <p><i>Whole-school events promote students’ imagination and creativity, e.g. diversity-day artwork/collages to celebrate LGBTQIA+ month, Black History month, Mental health awareness and reflection.</i></p> <p><i>Citizenship lessons include:</i> Y7: <i>Keeping a balanced diet</i> Y8: <i>Becoming an entrepreneur</i> Y9: <i>Living more sustainably</i></p>	<p><i>In Year 9 Art lessons, students learn about Pop Art and how this genre has been influenced by popular, contemporary culture, understanding how colour, shape and pattern are used to reflect mood and feeling. Students’ creativity is also central to KS3 & KS4 Art which is reflected in regular displays which celebrate their achievements.</i></p> <p><i>In KS4 History lessons, students participate in ‘Dragon’s Den’ activities where students present Industrial Revolution inventions in order to demonstrate their understanding in a more creative way.</i></p> <p><i>In KS3 Design Technology, students make use of a wide range of media, materials and processes to support their work. These include: drawing, relief printing, painting, collage and 3D modelling (CAD) to explore ideas creatively.</i></p>	<p><i>Students are actively encouraged to work with staff to plan and deliver assemblies. Each tutor group researches and delivers a group assembly to others in the school. Recent topics have included: Human Rights, Disability Awareness, Racism, Holocaust Memorial Day, Pride Awareness, and Healthy Lifestyles.</i></p> <p><i>The student council have also delivered assemblies and taken a lead role in educating the student body about recycling. Upon their request, recycled material benches were installed in outdoor social areas. The school council have also recently successfully campaigned for water coolers.</i></p> <p><i>Imagination and creativity are also promoted and developed through enrichment activities in the area of the performing-arts: students play an integral part in the creative process,</i></p>



		<p><i>In KS4 Food Technology students are encouraged to create their own dishes, producing outcomes which are both technically proficient and imaginative. The same blend of creativity and technical skill is reflected in the portfolios of students in KS4 Textiles.</i></p> <p><i>In KS3 and KS4 Music, students are encouraged to compose and arrange their own music, drawing on a variety of influences.</i></p>	<p><i>whether this be interpreting a particular role in a school production, choreographing dances or set-design. Student leadership is an important dynamic in many of these areas, with more senior students teaching and supporting younger students.</i></p> <p><i>Creativity and imagination also play a key role in themed days such as World Book Day where tutor-groups were asked to create a door display to represent a work of literature. The school summer fair also gives tutor-groups the opportunity to design a 'themed' hamper which is then entered into the raffle.</i></p> <p><i>Journalistic creativity is also central to the KS4 'Inspire' Newspaper, with students encouraged to take responsibility for all aspects of its production.</i></p>
<p>Willingness to reflect on their experiences</p>	<p><i>During Citizenship and RE lessons, students regularly reflect upon their experiences by sharing examples and considering the impact of theirs and others' actions upon themselves, individuals and the wider community. An example of this would be when reflecting how beliefs can change overtime i.e. believing in the tooth fairy or father Christmas, or reflecting upon the use of pocket money in Year 7.</i></p> <p><i>Each term in tutor time, all year groups reflect upon their current progress and set targets for</i></p>	<p><i>In KS3 PE lessons, students create and develop their own attacking and defensive set plays and tactics. They provide feedback on their own and others' performances and display emotions through their experiences of winning and losing which they are then encouraged to reflect upon.</i></p> <p><i>In RE students are encouraged consistently to reflect upon their own beliefs, opinions, views on philosophical and ethical topics covered. At KS3 students reflect on their own experiences</i></p>	<p><i>Constructive and reflective meetings take place where there may have been negative incidents between students, to encourage empathy, compassion and an understanding of how an individual's actions can impact on others.</i></p>



	<p><i>the next term. By doing so, students are actively engaged in assessing their own perspectives on life and what they aspire to achieve.</i></p> <p><i>Citizenship lessons include:</i></p> <p>Y7: <i>Wants and needs</i> <i>Healthy relationships</i></p> <p>Y8: <i>Managing behaviour to succeed</i> <i>Self-awareness and mindfulness</i></p> <p>Y9: <i>Coping with stress</i> <i>Interpersonal skills</i></p> <p>Y10: <i>Employability skills</i> <i>Conflict management</i></p> <p>Y11: <i>Sleep patterns</i> <i>Risk taking</i> <i>Digital footprints</i> <i>Applying to college and University</i></p>	<p><i>in Rites of Passage. In year 9, students reflect upon their own experiences of evil and suffering in the world, and how it has impacted them, others and potential solutions to the issues.</i></p>	
Moral Development			
<p>Provision for the moral development of pupils includes developing their:</p>	<p>In our Tutor, Assembly and Citizenship Programme:</p>	<p>In our Curriculum:</p>	<p>In our Enrichment Programme:</p>
<p>Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal</p>	<p><i>The school uses a reflection system to correct negative behaviours or attitudes. This is a reflective time to analyse issues, talk through situations and move forward with positivity.</i></p> <p><i>As part of the Citizenship programme of study, year 8 complete topics centred on British Values, Britain's Place in the World and Human Rights</i></p>	<p><i>In Year 8 English, students' study 'Lord of the Flies' which encourages moral thinking through the recognition of values such as compassion, humility and kindness. Students are able to analyse character and events to explore the consequences of negative actions. During the study of fiction, students are given the opportunity to consider different</i></p>	<p><i>The school is pro-active in working to prevent and tackle discriminatory and derogatory language – including homophobic and racist language, and language that is derogatory about disabled people and other minority groups. We have strong links with different charities and support many</i></p>



<p>boundaries and, in doing so, respect the civil and criminal law of England</p>	<p>where they are encouraged to express informed opinions about topical and ethical issues.</p> <p>Students explore a series of deep and meaningful concepts and processes around justice, democracy, rights and responsibilities in all year groups. This increases their knowledge, skills and conviction so they can act to change their communities for the better.</p> <p>Citizenship lessons include:</p> <p>Y7: Bullying or banter Preventing online bullying</p> <p>Y8: Image sharing dangers Discrimination</p> <p>Y9: Abusive relationships Peer pressure</p> <p>Y10: Hate crime Rights and responsibilities County Lines Harassment and stalking</p> <p>Y11: Risk taking Consent, rape and sexual harassment Extremism</p>	<p>perspectives and empathise with other characters. For instance, the study of Shakespeare's 'Macbeth' poses a range of topics and themes for debate such as the dangers of power and ambition.</p> <p>In Maths, students are encouraged to analyse data and consider the implications of misleading or biased statistical calculations. All students are made aware of the fact that the choices they make lead to various consequences. They must then make a choice that relates to the result they are looking for. The logical aspect of this relates strongly to the right/wrong responses Maths.</p> <p>In Year 8 RE, students are taught about the aims of punishment in the UK legal system. Within the unit on capital punishment. Pupils have the opportunity to discuss examples of crimes and the punishments given by the courts. They discuss the effectiveness of the punishments given.</p>	<p>local, national and global events. Black History month, Pride History month and the Holocaust Memorial Day are examples (see tutor overview for further details).</p> <p>Through clear models of appropriate behaviour from staff, Senior Students, Student Council members, Sports Leaders, Community Ambassadors and many more, expectations are reinforced both within and outside of timetabled lessons.</p> <p>Many of the school productions deal with issues of right and wrong, asking the cast to reflect on 'good and evil' as well as the human condition and qualities such as compassion and forgiveness (The Tempest).</p>
<p>Understanding of the consequences of their behaviour and actions</p>	<p>Citizenship often poses questions of morality and right and wrong, linking this to the law. With specific references to sexual harassment, consent, peer on peer abuse, rape, child sexual</p>	<p>Class readers in English studied at Y7-9 deal with moral questions, such as race, prejudice, family relationships, and gender equality, giving students the opportunity to produce their own writing. Writing non-fiction texts</p>	<p>There are clear consequences for actions and a detailed restorative programme in place including documenting all restorative meetings. We encourage students to understand</p>



	<p><i>exploitation, sexting, underage sex and the use and misuse of drugs.</i></p> <p><i>Students are provided with a number of opportunities to develop their knowledge and understanding of how to keep themselves safe and assess risk. A strong element of this is taught through the school's Citizenship curriculum which has dedicated lessons addressing issues. Examples include: Y7 – forms of bullying and e-safety; Y8 – substance misuse and road safety; Y9 – sexual health; Y10 and 11 – Rights and Responsibilities, Power, Politics and the Media and Global Citizenship units of work address a wide range of issues, including extremism and radicalisation.</i></p> <p><i>KS3 students engage with the charity organisation 'Equation', exploring discussing and debating topical issues such as:</i> <i>Year 7: Healthy and unhealthy relationships, domestic abuse.</i> <i>Year 8: Better relationships, support services.</i> <i>Year 9: misogyny, gender inequality</i></p>	<p><i>such as newspaper articles, leaflets, reports and reviews help to develop students' ability to apply fiction to real life scenarios.</i></p> <p><i>In Science, Year7 focus on 'Pollution and Greenhouse Gases' which is re-visited in a spiral curriculum model in Years 8, 10, and 11.</i></p> <p><i>PE teaches students about code of conduct, etiquette and Sportsmanship e.g. A handshake before and after matches. Students abide by the rules and regulations, gaining a good understanding of the rules of sport and the importance of infringements such as penalties and red cards. This allow students to understand the consequences of their actions, which in turn helps students apply this understanding to their own lives.</i></p> <p><i>The origins of materials and ingredients in KS3 Design technology from both a geographical and moral point of view is taken into consideration during all parts of the design and make process. Students are encouraged to think about the sustainability of their products or dishes and to make informed decisions about their end products suitability for their target market based upon this prior learning. The 6rs are a common thread throughout the whole of the curriculum at KS3 and beyond.</i></p>	<p><i>the value of rules and act upon them out of conviction rather than the fear of getting into trouble.</i></p> <p><i>The local police deliver knife and gang crime awareness courses to some KS3 students to raise awareness of the issues of carrying a knife and the potential consequences of gangs. The school also works closely with network rail and domestic abuse charities to educate and inform KS3 students of community issues such as trespass and rail safety, misogyny, sexual abuse and promoting healthy relationships.</i></p> <p><i>Students gain considerable insight into human behaviour and its potential consequences through the medium of extra-curricular drama.</i></p> <p><i>Extra-curricular sport and strategy-games promote an understanding of the link between actions or tactics and likely consequences.</i></p>
<p>Interest in investigating and offering reasoned views about moral</p>	<p><i>Students participate in 'diversity days' on a particular theme, which have included: Black History, Pride Awareness, Mental Health and Relationships.</i></p>	<p><i>In History, students learn about sensitive historical issues and are encouraged to offer reasoned opinions about these events. For example: Y8 pupils learn about the</i></p>	<p><i>The 'student council' regularly debate and implement whole school issues and initiatives. E.g. INSPIRE rewards - who they presented to and discussed with</i></p>



<p>and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p>	<p><i>In Citizenship:</i> Year 7 explore the impact of smoking, secondary smoking and vaping. Year 8 develop this further by exploring addiction. Year 9 focus on how the law deals with young offenders and the moral differences between punishment and rehabilitation. In Year 10, students explore issues surrounding the morals and ethics of the media e.g. privacy and laws surrounding social media. In Year 11, students explore fraud, trade unions and health and safety at work.</p>	<p><i>Transatlantic Slave Trade. Y9 pupils explore the Holocaust as well as the Cambodian and Rwandan Genocide.</i> Students also learn how to present a balanced argument, and therefore must be able to understand and accept the viewpoints of others. For example: Y7 debate the execution of King Charles I; Y9 argue about the morality of the Dresden bombings during WW2. The Y10 Crime and Punishment scheme of work provides an opportunity to learn about the British law and attitudes towards crime. For example, questioning the morality of the death penalty and ethical issues such as abortion and hate crimes. Other examples include: Y7 - King Charles/Cromwell and the Magna Carta Y8 - Transatlantic Slave Trade and Civil Rights Y9 - Holocaust and other genocides, WW2 Y10 - Crime and Punishment, Native Americans Y11 - Rise of Hitler</p> <p><i>In Geography, when considering topics such as river or coastal flooding, consideration is given to how much of the issue is due to human interaction with nature, and the moral values that can be ascribed to the issues.</i></p> <p><i>In languages, students study various units on Family Life, Work, Education, and Lifestyles and consider their own opinions and views of others on a wide range of topics (e.g. Extended Families, Marriage and Divorce). Students are encouraged to show empathy</i></p>	<p><i>the Deputy Head Teacher how to raise the profile of INSPIRE points and recognition.</i></p> <p><i>Mock elections have provided students with the opportunity to debate key societal and moral issues within a framework of mutual respect and tolerance.</i></p> <p><i>A series of podcasts on moral and social issues between staff and students has encouraged student debate and engagement with a wide range of perspectives.</i></p>
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		<p><i>and understanding to others and learn about right from wrong relating to the environment, social issues, equality, work opportunities, exploring the world, the media and new technology including social media:</i></p> <p><i>Year 7 cover diverse family formats and blended families.</i></p> <p><i>Year 8 look at climate disasters, and use vocabulary related to range of issues, e.g. veganism, vegetarianism.</i></p> <p><i>Year 9 focus on local area issues, media and technology.</i></p> <p><i>KS4 – Global dimension theme (world problems, climate change, recycling, homelessness).</i></p> <p><i>In Performing Arts, students explore issues relating to refugees, gender, being different and forms of discrimination through lesson discussions and activities. Activities such as contextual research, Angels and Devils, and Hotseating allow students to consider social and moral issues from different viewpoints.</i></p> <p><i>In Science, topics in Year 9 and 11 include ‘Stem cells, Cloning and Genetic Engineering’. Debating the ethical issues surrounding these issues to cure diseases in Biology lessons helps develop a sense of how citizens can influence decision making through the democratic process by considering the way in which controversial scientific techniques are approved. Students also learn about the future implications of the use of finite resources and landscape changes for example by looking at different methods for generating</i></p>	
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		our energy and production of metals from ores.	
Social Development			
Provision for the social development of pupils includes developing their:	In our Tutor, Assembly and Citizenship Programme:	In our Curriculum:	In our Enrichment Programme:
Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	<p>Year 7 complete a mandatory e safety unit in ICT and Citizenship lessons which covers:</p> <ul style="list-style-type: none"> • Cyberbullying • Digital footprint • Staying safe online • Appropriate use of social media • Recognising dangers on line and things you can do to protect yourself • <p>Citizenship lessons include:</p> <p>Y7: Ethical consumers Being British – multiculturalism</p> <p>Y8: British Values and why they exist Prejudice and discrimination</p> <p>Y9: Identity Equality Act 2010 – Protected Characteristics</p> <p>Y10: Charity Working in different settings</p> <p>Y11: Privilege Sustainability</p>	<p>English lessons promote cooperation and teamwork through being able to work in groups, listening to presentations and asking questions. Real issues encourage students to think about the world outside of school and give opinions on topics that may affect them in the future for example, imagining it has been proposed that a new supermarket is to be built in the local area. Students are required to take on a role and argue a point of view.</p> <p>The nature of Food preparation and DT subjects are heavily focussed on people, their relationships with products and their dietary requirements. In almost every lesson students are encouraged to consider the needs and experiences of themselves and others. Students design, make and cook dishes and products with a wide variety of end users in mind.</p> <p>In Languages, students learn how to communicate and are encouraged to share ideas and opinions through class work, pair work and group work. Opportunities are given to students to develop their skills in listening and speaking to each other. All contributions are valued and respected to demonstrate</p>	<p>Students have embraced the INSPIRE values at Alderman White School through regular and enthusiastic engagement with the 'Thank you Card' Scheme.</p> <p>Students develop their friendships and social mixing through involvement in inter, intra school competition and extra-curricular clubs.</p> <p>School productions, a variety of music ensembles and dance-groups promote social interaction with different students across the full age-range. Community outreach work such as musical performances for specific audiences (the elderly) and the wider community in general develop students' range of social skills. The large number of sports teams as well as Language College classes promote interaction with students from different schools and backgrounds,</p>



		<p><i>respect, tolerance and co-operative learning. Students are encouraged to 'have a go' and to experiment with speaking a new language independently to build confidence and to listen to each other with respect. This is evident in:</i></p> <p><i>KS3 – Multicultural resources, promoting diversity, classroom activities and T&L strategies</i></p> <p><i>KS4 – Global dimensions topic: volunteering, the role of charities.</i></p> <p><i>In KS3 Performing Arts, students are given frequent opportunities to work cooperatively in a range of groups to develop their communication, problem solving and empathy skills as well as building awareness of the opinions and needs of others.</i></p> <p><i>In PE lessons, students use of a range of social skills in different contexts. This includes working and socialising with students from different religious, ethnic and socio-economic backgrounds. Students are taught about the willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.</i></p>	
<p>Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well</p>	<p><i>Students regularly participate in charity and fundraising activities in school. Through the school council, students make suggestions of local charities to support. Events include: non-uniform days, bake sales, stocks, fancy dress, sport.</i></p>	<p><i>KS3 English lessons give students the opportunity to speak in different contexts and regarding a range of different real-life issues, applying learning to careers and life after school. Peer assessment is an integral part of our teaching and we encourage focused feedback between students, whereby they support and encourage each other, reflecting</i></p>	<p><i>The school actively consults pupils in many ways (including surveys, student voice etc.) to ensure that all pupils in school have a voice that is listened to. Students are encouraged to voice their ideas and opinions, and know that they will be listened to and taken seriously.</i></p>



<p>with others and being able to resolve conflicts effectively</p>	<p><i>Teams of sports leaders go out to our local primary schools to help run sports days. They also run sports events in school.</i></p> <p><i>Students regularly participate in fund-raising activities outside of school, e.g. walking 50 miles for charity, independently and thanks to a strong sense of community and a willingness to help.</i></p>	<p><i>and giving advice using their own method for success.</i></p>	<p><i>This also enables them to learn and understand the principals of democracy and promote participation in democratic processes. The school promotes democratic processes through the selection of our School Council members. This fosters the concept of freedom of speech and group action to address needs and concerns on behalf of everyone in the school community.</i></p> <p><i>Students regularly act as 'Community Ambassadors' at various cultural celebration events via our partnerships with the Broxtowe Community Celebration Group (e.g. Festival of Lights and Holocaust Memorial Day) They have received a letter of recommendation from the Mayor of Broxtowe as a result.</i></p> <p><i>Students have both performed and volunteered at a local dementia café to support those more vulnerable in society.</i></p> <p><i>The very popular Duke of Edinburgh Scheme and Volunteering programmes provide opportunities for students to work well with others and recognise the importance of charity.</i></p> <p><i>The Environmental Ambassadors are an active group in school, raising</i></p>
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<p>Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</p>	<p>Democracy: <i>We have our own Student Council made of up of elected Tutor reps, as well as an elected Head Boy and Head Girl. Students are taught in a variety of ways including tutor time, assemblies and in subject specific content about the importance of democracy.</i></p> <p><i>Mock elections allow students to engage and experience the fundamental British values of democracy.</i></p> <p>Rule of Law: <i>The importance of Laws, whether they be those that govern the class, the school or the country, are consistently reinforced throughout all aspects of school life. Students are taught the value and reasons behind our rules, that they govern and protect us, the responsibilities that this involves and the consequences when laws/rules are broken.</i></p> <p>Individual Liberty: <i>Students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. They are encouraged to</i></p>	<p><i>In History, the needs of different groups are common themes that are explored regularly. Through the learning of these issues, students are able to see History about the experience of normal people, rather than just elites.</i></p> <p><i>In Science, Years 8 and 11 focus on the importance of recycling and the global impact of nonrecyclable materials. Discussion on the impact of wind turbines also develops British Values such as student's sense of respect for others in the community. Students consider local issues, such as light pollution in Year 7 Space or Recycling in Chemistry lessons during Year 9 and Year 10 which are intrinsically linked to British Values.</i></p>	



know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-safety and tutor programme.

Mutual Respect and Embracement of those of different faiths and beliefs:

We place a great emphasis on promoting diversity with the student and staff body. Our RE curriculum, assemblies and tutor teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning.

Citizenship lessons include:

Y7:

Ethical consumers

Bullying or banter

Democracy

Y8:

Human Rights

Stereotypes and Prejudice

Y9:

British community, religion and culture

Protected characteristics and the Equality Act 2010

LGBTQIA+

Peer on peer abuse

Y10:

Forced and arranged marriages

Gender and trans identity

Overt and covert racism

Y11:

Privilege

Personal safety

Sexual harassment



Cultural Development			
Provision for the social development of pupils includes developing their:	In our Tutor, Assembly and Citizenship Programme:	In our Curriculum:	In our Enrichment Programme:
<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p>	<p><i>Students are given opportunities to develop an understanding of mutual respect for cultural diversity. This includes topics such as: Human Rights, identity, diversity and difference.</i></p> <p><i>Students study in-depth the different cultures and traditions which have shaped modern day Britain as part of Year 8 Citizenship.</i></p> <p><i>Year 10 students focus on the concept of identity and explore their own heritage.</i></p> <p><i>Many cultural, religious and moral recognitions, festivals and events are acknowledged via assembly and followed up in tutor time sessions (see tutor overview) throughout the year.</i></p> <p><i>Assemblies follow a programme of key local, national and global events and festivals throughout the year (see tutor overview document).</i></p>	<p><i>In Art, students explore a range of artists and genres/styles that have influenced culture over time.</i></p> <p><i>In Geography, students explore issues such as migration, which challenges their misconceptions. They also examine many examples of diversity and culture through in-depth study of different places, such as Japan, China, Africa and Europe.</i></p> <p><i>In History, students are presented with authentic accounts of culture such as African culture in Year 8, and Native American culture in Year 10. The contribution of these different cultures to development and progress is also explored. Students also explore their own culture and history within lessons: Y9 - the impact WW1 and WW2 had on Britain. Y10 – the birth of the NHS. Y11 - the culture of Elizabethan England by looking at education, health, and leisure.</i></p> <p><i>In Performing Arts across Key Stages, plays, poems and music are used to help students explore and understand different cultures and backgrounds e.g. the study of Shakespeare helps students to appreciate British history and culture.</i></p>	



<p>Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</p>	<p><i>In Citizenship, students are encouraged to develop an understanding of personal identity, interpersonal skills, and an ability to discuss diversity, equality and to challenge stereotypes.</i></p> <p><i>Students work alongside staff to collaborate on the delivery of assemblies and diversity day content for themes. Examples include: Black History, Pride Awareness, Lunar New Year, Disability, Race and Holocaust Memorial.</i></p> <p><i>Students take part in a variety of appreciation activities to celebrate difference within the school context. This ranges from assemblies, tutor activities, food tasting, language tasters, cultural traditions and heritage.</i></p>	<p><i>In both Music and Drama there is an increasing emphasis on different cultural influences with a range of examples from the UK and beyond.</i></p> <p><i>In Languages, students are encouraged to reflect upon aspects of their own cultures and compare and contrast them with other cultural environments. Cultural awareness and developing cultural capital are key in language learning and understanding.</i></p> <p><i>Exploration of students' own cultures and the cultures of others is paramount. Students are encouraged to embrace diversity and accept new ideas and lifestyles. Authentic resources are used to help students open their minds and develop their cultural outlooks and understanding. Media and new technology are encouraged to explore students' interest in language and culture in all aspects of their learning.</i></p> <p><i>Evident in KS3 and KS4: Almost every topic we do, has an element of culture. Hobbies, youth culture, music, TV, media.</i></p>	<p><i>Extra-curricular provision with Media Studies of the Young Journalists club provides students with the opportunity to work collaboratively to a common end, sharing expertise and meeting external requirements of quality and deadlines. The club is coordinated by a member of staff with experience in the publishing industry.</i></p> <p><i>Language College provision ensures that the cultural and linguistic diversity of our society is acknowledge, promoted and values. In addition, the Confucius Classroom provides students with a unique insight into the traditions and culture of a community that represent a key community group in modern day Britain.</i></p>
<p>Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p>	<p><i>Students learn about many different cultures and people through our Assembly, tutor programme and Citizenship curriculum. We focus on developing respect for people from all cultures and backgrounds, celebrating difference and community.</i></p> <p><i>Through cross-curricular and rich texts, students make links between Citizenship and other</i></p>	<p><i>All units of work in Music and Drama link with contextual themes involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives.</i></p>	<p><i>Extra-curricular sport and the Performing Arts based enrichment activities emphasize our common values while making us aware of cultural, ethnic and socio-economic diversity.</i></p>



	<p><i>subjects, and are interested to find out more about our culturally diverse world.</i></p> <p><i>Students develop understanding of how aspects of British culture today are linked to the global community through assemblies, tutor time and Citizenship lessons. Topics include: Human Rights, Empathy, Mental Health Awareness, Neurodiversity, Black History, Pride Awareness etc.</i></p> <p><i>The Citizenship curriculum explores our understanding of justice, fairness, identity, democracy, freedom and belonging and encourages students to ask big questions about their role in British society.</i></p> <p><i>Citizenship lessons encourage students to recognise that equality and cultural diversity in Britain is something to value. We promote understanding of global rights issues.</i></p>		
<p>Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p>	<p><i>Students develop a working knowledge of Britain's democratic system through comparisons with history, e.g. Windrush, and how our history shapes our future.</i></p> <p><i>In Year 7, students learn about the role of parliament in a democratic society.</i></p> <p><i>In Year 8, this is developed further by exploring how laws are made, apply and change over time.</i></p> <p><i>In Year 9, students focus on the right to appeal, and the role of the Supreme court of justice, as well as punishment v rehabilitation.</i></p>	<p><i>In History, Year 8 students learn about the changing balance of power between the monarchy and parliament, including the impact of the civil war on the power of parliament, the Glorious Revolution and the creation of a constitutional monarchy. They also learn about calls for the widening of the franchise in the 19th century, including the Chartists and the Suffragettes in the 20th century.</i></p>	<p><i>All students in school take part in elections by experiencing a mock polling station following several organised tutor time debates.</i></p> <p><i>Students in Year 8-11 are given the opportunity to visit the Supreme Court and Parliament in order to gain an understanding of how British society is governed at the highest levels.</i></p>



	<p><i>In year 10, students look at topics ranging from the criminal justice system, county lines, terrorism.</i></p> <p><i>In Year 11, students look into extremism, hate crime, sexual harassment and the role of the law.</i></p>		
<p>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</p>		<p><i>Cultural understanding is at the heart of music and drama learning; explicitly outlining progression of cultural understanding by listening and responding to a wide range of music and experiencing a rich diet of texts, scripts and other stimuli. Long term planning outlines focus on musicians from different cultures as well as British performers and composers.</i></p> <p><i>All topics includes wider learning links to the cultural context of musicians and music studied.</i></p> <p><i>Musical opportunities are vast and include organised visits to concerts, performing on stage in school and in numerous local events.</i></p> <p><i>The PE department creates a sense of community in lessons and clubs, as well as promoting interactions with the community and primary schools through coaching. They celebrate sporting success both in and out of school and use sports leaders to run clubs and activities.</i></p> <p><i>Attendance to extracurricular activities is strongly encouraged and team work is promoted, supporting one another to develop skills in a cooperative situation.</i></p>	<p><i>The termly productions, concerts and cultural events as well as the weekly after-school sports practices and team games reflect the wide range of students who respond positively to these opportunities. In a recent survey 80% of students are involved in extra-curricular activities.</i></p>



		<p><i>In Year 7 RE, students explore the Easter experience and Christmas experience in lessons, delivered by CrossTeach.</i></p>	
<p>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>	<p><i>Assemblies and follow up tutor activities include many diverse viewpoints from different faiths and cultures, encouraging students to show respect and celebrate diversity.</i></p> <p><i>At KS4, students deal with a range of RS-specific questions, e.g. what is a human worth? Are humans special? What is the future of humanity? They are also introduced to Rastafarianism, Scientology.</i></p> <p><i>Students are encouraged to actively enquire about the faiths, cultures and traditions of those around them in school. Experiences are shared as part of our assembly and tutor programme.</i></p>	<p><i>In PE lessons, students develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities by:</i></p> <p><i>Learning about the developments of sports in different countries</i></p> <p><i>Learning in Core PE and GCSE lessons, where different sports originate from and what the national sports of different countries are</i></p> <p><i>World Cups and Olympic games</i></p> <p><i>Gaining an understanding of different sports and their foundations</i></p> <p><i>Use of international examples of different athletes and their achievements</i></p> <p><i>Cultural engagement through elite performers both at school and in their own sporting environment</i></p>	<p><i>The interaction of students with different faiths and cultures through sport and other enrichment activities is testimony to their positive engagement with different faiths and cultural diversity. This is also underlined by their appreciation of cultural events such as Chinese New Year.</i></p> <p><i>The equality and diversity committee of senior students in school actively campaign to enrich the quality of reading material in the school library and regularly make recommendations of book and other resources.</i></p>