



## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT POLICY**

### **1 Scope**

- 1.1 This policy is a whole school policy and relates to both the senior school and junior school (including the Early Years Foundation Stage).

### **2 Related Policies**

- 2.1 This policy should be read in conjunction with the following:

- (a) Behaviour policy (Expectations, Standards and Positive Relationships Policy at Senior School)
- (b) Code of conduct for staff
- (c) Curriculum policy
- (d) Equality policy
- (e) Personal, Social and Health Education (PSHE) programmes (Senior School)
- (f) RSE incorporating Personal Development (PD); PSHCE, Relationships and Health Education (Junior School)
- (g) Preventing radicalisation and extremism policy
- (h) Safeguarding and child protection policy and procedures

### **3 Background**

- 3.1 Independent schools must meet the Spiritual, Moral, Social and Cultural (SMSC) development standard set out in Paragraph 5 of the Education (Independent School Standards) Regulations.

- 3.2 A commitment to make changes to strengthen the SMSC standard was included in the Government's Prevent strategy. In line with this commitment, the standard has been amended to clarify existing requirements on schools and to ensure that schools:

- (a) encourage students to respect specified fundamental British values;
- (b) do not promote extremist views, or partisan political views, through their curriculum and/or teaching, and
- (c) offer students a balanced presentation of views when political issues are brought to their attention.

## 4 **Aims**

- 4.1 This policy aims to ensure that all students at Bootham School have the opportunity to develop socially, morally, spiritually and culturally to become citizens who contribute effectively to the community of which they are a part, in line with the school aims.

## 5 **Ethos of the school**

- 5.1 The school aims to educate students to be adept and self-motivated learners, to be active citizens, and to be self-confident. Through its Quaker values, it educates students to envisage a better world, and to acquire the skills and confidence to deliver change. In the way that they work together, members of the school community seek to model this better world.
- 5.2 At the heart of the School are the values, guided by Quaker statements, to which all members of the community aspire and which they seek to model in the way they work together:
- (a) Live adventurously
  - (b) Let your life speak
  - (c) Walk cheerfully over the world answering that of God in everyone
  - (d) Be open to the light from wherever it may come
  - (e) Always consider that you may be mistaken
- 5.3 The governing body seeks to ensure that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

## 6 **Statutory and non-statutory duties and guidance**

- 6.1 Guidance on the duty to promote students' SMSC development is contained in the following documents which are available online or from the DSL.
- (a) Counter Terrorism and Security Act 2015
  - (b) The Education (Independent School Standards) Regulations 2014
  - (c) *Improving the spiritual, moral, social and cultural (SMSC) development of pupils: departmental advice for independent schools, academies and free schools*, DfE, 2013
  - (d) *Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information*, DfE, 2014
  - (e) *Keeping children safe in education*, DfE, 2022
  - (f) *The Prevent duty: departmental advice for schools and childcare providers*, DfE, 2015

## **7 Promoting SMSC development**

- 7.1 In accordance with its Quaker ethos, vision and aims, the school seeks to be a community that actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 7.2 In lessons, Meetings for worship, tutor times and activities, the school provides opportunities which:
- (a) enable students to develop their self-knowledge, self-esteem and self-confidence;
  - (b) enable students to distinguish right from wrong and to respect the civil and criminal law of England;
  - (c) encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
  - (d) enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
  - (e) further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
  - (f) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and
  - (g) encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
- 7.3 Staff are aware that the promotion of partisan political views is not permitted in the teaching of any subject in the school; and understand that, where political issues are brought to the attention of students, they should be offered a balanced presentation of opposing views.

## **8 Curriculum**

- 8.1 The school curriculum aims to promote students' spiritual, moral, social and cultural development and prepare all students for opportunities, responsibilities and expectations in life. The teaching of PSHE (RSE incorporating Personal Development (PD); PSHCE, Relationships and Health Education) in the Junior School) as a subject, to students in years 1 to 10, is an important part of the school's efforts to help their spiritual, moral, social and cultural development.
- 8.2 Moral values, principles and spirituality are explored throughout the curriculum and especially in PRE/RE and Morning Meetings. In keeping with its Quaker ethos, the integrity and spirituality of all faiths is respected and explored. Students are given

access to alternative views and a diversity of spiritual traditions. All staff model and promote expected behaviour, treating all people as valuable individuals and showing respect for students and their families. Students are encouraged to differentiate between right and wrong and look at how their actions affect others. They are encouraged to value themselves and others. Fundamental British values are actively promoted through students' SMSC development, and students are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

8.3 Students are encouraged to understand the need for rules for the good of everyone. Classroom and school rules reflect and reward acceptable behaviour and celebrate work and achievements. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in planning and learning resources.

8.4 All curriculum areas provide opportunities for students to:

- (a) Accept responsibility for their behaviour and show initiative
- (b) Agree and disagree
- (c) Contribute within the classroom, school and beyond
- (d) Distinguish right from wrong
- (e) Experience good role models
- (f) Listen and talk to each other
- (g) Respect others, treating everyone as equal, and celebrating people who are different
- (h) Work co-operatively and collaboratively

8.5 Practical activities to develop SMSC include:

- (a) Educational visits
- (b) Encouraging appropriate behaviour at all times
- (c) Encouraging teamwork in group activities
- (d) Exploring important aspects of our heritage and other cultures in Morning Meetings
- (e) Leading extra-curricular activities
- (f) Meeting people from different cultures and countries
- (g) Participation in live performances
- (h) Performances by professional actors, dancers and musicians
- (i) Showing appreciation of the performances of other children regardless of ability
- (j) Studying the contributions to society that certain famous, historical and influential people have made
- (k) Taking a position of responsibility e.g. School Council rep, Head Reeve, Steward, House Captain, team captain, etc.

8.6 Examples of the contribution made by each curriculum subject to SMSC development is included in Appendix 1.

8.7 Examples of how each curriculum subject promotes fundamental British values is included in Appendix 1 of the Curriculum policy.

## 9 **Links with the wider community**

9.1 The school actively encourages and develops links with the wider community, including:

- (a) Active participation in the York Independent-State Schools Partnership.
- (b) College (Y12 and 13) students attending Friargate Meeting.
- (c) Performances and workshops by visiting artists, musicians and actors.
- (d) Regular and timely communication enabling parents and teachers to work together to support students.
- (e) Students being taught to appreciate and take responsibility for the environment.
- (f) Support of local and national charities through fundraising and other events.
- (g) Visitors being welcomed into the school.
- (h) Visits to places of worship, theatres, cinemas, galleries and other cultural venues.
- (i) Work experience for Upper Senior (Y11) students.
- (j) Junior School services at Clifton Parish Church (Harvest/Easter)
- (k) Provision of Primary School partnership enrichment activities

## 10 **Monitoring and review**

10.1 SMSC development is monitored and reviewed as part of the monitoring of teaching and learning and work scrutiny by heads of department, LM, and governors, and by regular discussions at staff and governors' meetings.

**Date of last review:** November 2022  
**Person responsible:** Deputy Head  
**Review group:** Leadership Meeting  
**Approval group:** Leadership Meeting

**Date of next review:** November 2025

## **Appendix 1 Subject contributions to SMSC development**

### **1 Art**

- (a) Encouraging to reflect on their experience of nature, their environment and surroundings through drawing and analytical research.
- (b) Encouraging analytical and cultural understanding through the study of artists' work from a variety of historical and cultural contexts.
- (c) Each project undertaken at KS3 focuses on visual ideas and languages from different cultures including, but not limited to, Native American Art, pre-war European Art from the late 1910s and graffiti/street art forms with African American origins in the late 1970s and early 1980s
- (d) It is normal for exam level students to investigate works of art with spiritual or religious theme. Students are encouraged to consider and respond to issues raised by artists concerned with ethical, moral or political ideas, e.g. feminism, cultural identity, political protest and environmental activism.
- (e) Students are taught to think about the way that SMSC issues can be addressed or alluded to in a variety of visual forms, understanding that Art can play a role in encouraging understanding and dialogue around such issues.

### **2 Classics / Latin**

- (a) Study of ancient literature enables students to reflect on and discuss universal human ideas and values by making comparisons between our own and ancient societies. These include war and conflict resolution, gender, revenge, character, religious and political beliefs.
- (b) Tolerance and mutual respect of the viewpoints of others is encouraged through class discussion.
- (c) Engenders an awareness of how similar and different cultures can be through time and place.
- (d) Developing an aesthetic awareness by studying art, architecture, sculpture as well as different genres of literature such as poetry, speeches, plays etc.
- (e) Encouraging students to understand how the study of Latin language reflects the thoughts, morals and ideas of a civilisation.
- (f) Educational visits promote awareness and excitement at engaging with the past and reflecting on what life was like for ancient peoples. Visits abroad include Rome and Pompeii and closer to home, the British Museum and the Yorkshire Museum.

### **3 Computer Science**

- (a) Making clear the guidelines about the ethical use of the internet and other forms of communications technology, including what is legal and what is not.
- (b) Acknowledging advances in technology and appreciation for human achievement.

### **4 Design Technology**

- (a) Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
- (b) Discussing the importance of sustainability when designing and making. The environmental consequences of using different materials.
- (c) Understanding the influence society has on the development of new products.

- (d) Understanding the effects that the developments of certain products have on society.
- (e) Appreciation of inclusive and exclusive design. (Designs that are accessible to all members of society and designs which are accessible only to particular members of society.)
- (f) Understanding the moral implications when designing and manufacturing products (such as FAIRTRADE, sweatshops, outsourcing to developing countries).
- (g) Producing products which should not harm or offend.
- (h) Discussing the responsibilities developed countries have in the global marketplace (climate change, low paid workers etc.).

## **5 Drama**

- (a) Group-based learning encourages students to negotiate and collaborate.
- (b) Public performance helps students to develop personal confidence.
- (c) Studying and playing different characters enhances students' ability to understand how others' experiences may influence their attitudes, motivation, and behaviour.
- (d) The broad range of texts studied promotes an understanding of, and appreciation for, alternative cultural viewpoints.

## **6 Economics and Business**

- (a) Reflecting on the meaning of life whilst considering the implications of choices individuals make about work and leisure.
- (b) Exploring business ethics and professionalism.
- (c) Considering alternative lifestyles.
- (d) Considering what limits economic growth and development in different countries and what can be done to promote equity.
- (e) Sustainability in terms of economic development and business management.

## **7 English**

- (a) Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- (b) Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- (c) Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- (d) Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- (e) Helping students to engage in emotional literacy through differing genres.
- (f) Developing students' capacity to trace parallels or contrasts in attitudes, beliefs and responses through their exploration of texts written at different times.
- (g) Developing students' awareness of the different interpretations that may be brought to the same material, thus furthering their ability to appreciate the importance of different perspectives.

## **8 EPQ**

- (a) Reflecting on personal experience as part of the project.

- (b) Developing critical reasoning skills when assessing differing views or contradictory data.
- (c) Appreciating and acknowledging the contribution of others; crediting sources.
- (d) Developing self-motivation and planning for specific outcomes.

## 9 Geography

- (a) Through studying contemporary geographical issues such as anthropogenic climate change and energy alternatives students develop skills in listening to others, questioning and, through voting, experience the process of democracy as well as participating in formal debates.
- (b) Topics such as 'the Geography of Crime' allow students to consider what is right and wrong.
- (c) The study of different places and the emphasis on the Geography of the UK at GCSE level provide opportunities for students to deepen their understanding of their own country and culture and those of others, celebrating diversity whilst appreciating and respecting difference.
- (d) Participating in campaigns such as 'Send my Friend to School' allows students to connect with global issues by lobbying their MPs and thus engage them with our political systems and processes.
- (e) Field trips to amazing locations allow students to experience awe and wonder; periods of silent reflection are a common feature of the trips allowing students the thinking space to connect with their surroundings.

## 10 History

- (a) Students develop their knowledge and understanding of the history and nature of British democracy, the struggle for civil liberties and the rule of law, ranging from Magna Carta to trade unionism and the campaign for women's suffrage, and the establishment of multi-cultural Britain.
- (b) European and world history topics encourage students to gain an appreciation for their political, religious and cultural traditions and to be able to make comparisons between societies.
- (c) Students are able to consider the social and environmental consequences of human actions through their study of the agricultural and industrial revolutions and nineteenth century public health.
- (d) Mutual respect and tolerance of others' views is actively promoted through the choice of curriculum topics and students' participation in class discussions.
- (e) Imaginative and creative learning is encouraged through project work.
- (f) Students reflect on issues such as slavery, imperialism and communism, and on religious intolerance through a study of the Reformation, Spanish Inquisition and the Holocaust, with a visit to Beth Shalom to hear a Holocaust survivor speak, together with religious toleration within the Mongol Empire.
- (g) Educational visits provide the opportunity to experience awe and wonder and to engage with the past and learn about Britain and other countries' heritages and identities, ranging from a tour of the United Nations and Ellis Island to Sainte-Chapelle in Paris, the Palace of Versailles, the Kremlin in Moscow and Clifford's Tower and the York Cold War Bunker.



## **11 Mathematics**

- (a) Enabling students to acknowledge the important contribution made to mathematics by non-western cultures.
- (b) Ensures that students understand the importance of mathematics in everyday life e.g. probability and gambling.
- (c) Supporting whole school policy on issues such as discipline and behaviour.

## **12 MFL**

- (a) Gaining insights into the way of life and cultural traditions of others.
- (b) Developing social skills through group activities and communication exercises.
- (c) Improving listening skills through oral/aural work.
- (d) Opportunities to meet and talk to students and staff from other European countries.
- (e) Students are encouraged to make links between their MFL and other subjects so they can enjoy the subject and see it as relevant ( food/ music/ healthy lifestyles when discussing foods and sports and their importance )
- (f) Students experience have cultural experiences in their school time ( visits to local French/Spanish/German ) shops and restaurants.
- (g) Students are encouraged to develop their curiosity and sense of adventure by researching independently similarities and differences between their own cultures and language and their native language and culture.
- (h) Students learn to agree/disagree in a respectful manner during class debates, speaking tasks when they are given opportunities to use opinions.

## **13 Music**

- (a) Considering the role of music in society and its effects on differing cultures and in different eras.
- (b) Looking at the way music can change moods and behaviour.
- (c) Using a teaching style that encourages students to be open to the music, beliefs and opinions of other cultures.
- (d) Students are encouraged to be resilient and independent, gaining knowledge and confidence through self-expression.

## **14 Personal, Social, Health and Economic education (PSHE)**

- (a) Significant contribution through the PSHE programme which includes three core topics: health and wellbeing, relationships, and living in the wider world.
- (b) Students address a range of spiritual, moral, social and cultural issues through a spiral curriculum using age-appropriate material. As part of this, they seek to understand their own moral codes and how they fit in with the social and cultural norms of those around them.
- (c) Students look at various topics which directly address their self-understanding (such as self-esteem, body image, personal wellbeing and flourishing), their understanding of others and social dynamics, and their knowledge of how they, as individuals and members of a broader society, impact the wider world.
- (d) Students are encouraged to consider how others might develop and form their views, including different cultural and religious moral codes and influences, and how to compare these to their own views and challenge them when necessary.

- (e) Students are encouraged to shape and form, develop and articulate their own views in a safe and respectful environment.
- (f) Ground rules, which promote equality, respect and openness to new ideas, are established from the first lesson and revisited regularly.
- (g) Students spend time thinking about how they make decisions, the impact that their judgements have on their own and others' wellbeing and reflecting on whether they would make the same decisions again.
- (h) Students are made aware of the legal processes and consequences surrounding a range of issues and risk-taking behaviours in PSHE, with particular reference to the 2010 Equality Act.

## **15 Philosophy, Religion and Ethics (PRE)**

- (a) Learn about belief and practices across different religious and philosophical systems
- (b) Learn about the social impact of religious and philosophical systems
- (c) Learn about how belief systems influence moral behaviour
- (d) Learn about how religion and philosophy has played an important role in different cultures

## **16 Physical Education**

- (a) Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- (b) Experiencing through different sporting situations the need for understanding, acceptance and respect of people with different abilities and interests
- (c) Exposure and participation in creative, artistic and sporting activities
- (d) Acceptance and appreciation of the bounds of laws of the game.
- (e) Involvement in different sports whose origins may be from many different countries, religions and cultures
- (f) Individual activities that provide the opportunity for self-reflection and challenge such as team working and outdoor educational activities
- (g) Gender and ethnicity are studied in relation to sporting participation and hooliganism and the use of illegal performance enhancing drugs are studied and discussed in examination PE at GCSE and A level

## **17 Politics**

Actively promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance:

- (a) The different forms democracy can take and how democratic the system is. The rights to vote and other ways in which people can participate in Politics – votes for prisoners or votes at 16. The developments of the concept of rights and the debates surrounding them.
- (b) The role of parties within the political system and arguments about party funding. The development and ideas of the main UK parties, and the parts played by smaller parties in recent years. The various models of party system associated with UK Politics and the factors that shape the fortunes of parties.

- (c) The different voting systems used in the UK and their advantages/disadvantages, including FPTP and alternatives. Referendums and how they are used and how different electoral systems are used in the UK and their impact on governments and the choice to open voters.
- (d) Case studies on three different elections and the factors which explain their outcomes and other aspects of voting behaviour. The changing role of the media, from newspapers and television to the internet and social media and how this impact democracy.
- (e) How the UK political system has developed over time and how it operates. How it has changed as a result of reforms from 1997 and the election of New Labour, the dispersal of power through devolution and the arguments for further change and reform.
- (f) The various types of power, the hierarchy of state power in the international system and whether one or more states dominate. Alternative forms of government practised by states around the world and the development and spread of liberal economies, the rule of law and democracy.
- (g) How the different houses are structured and their respective functions, their comparative powers. The stages through which a Bill must pass through to become law and the interaction between parliament and the executive.
- (h) How the executive functions and the powers it exercised, what it means for ministers to be responsible, both as individuals and collectively as part of government. The relationship between the prime minister and the cabinet and their ability to control events and policy. We do this through four key case studies.
- (i) The role of the supreme courts and the judiciary, the relationship between the executive and parliament, the impact of membership of the EU and UK government in 1973 and the debate on where sovereignty lies within the UK.
- (j) Different organisations with a political focus, international organisations and their economic/how they deal with issues. The ways and extent to which these institutions address global issues.
- (k) The various types of power, the hierarchy of state power in the international system and whether one or more states dominate. Alternative forms of government practised by states around the world and the development and spread of liberal economies, the rule of law and democracy.
- (l) The sovereignty of the state and the ways in which that has been effected by globalisation – in a globalised world can the state be said to have absolute and ultimate authority?
- (m) Media influence on our political systems and to what extent this effects democracy.
- (n) Importance of participation and the ways in which this effects democratic outcomes.
- (o) Different organisations with a political focus, international organisations and their economic and political ability to deal with issues. The ways and extend to which these institutions address global issues.
- (p) Intergovernmental organisations and the ways in which they have grown to deal with issues of human rights protections and the increasing problem of environmental damage, the ways in which global problems need global solutions.
- (q) The various types of power, the hierarchy of state power in the international system and whether one or more states dominate. Alternative forms of

government practised by states around the world and the development and spread of liberal economies, the rule of law and democracy.

- (r) Different forms of regionalism, factors that have fostered integrations the ways and the extent to which regionalism addresses contemporary global issues.

## **18 Psychology**

- (a) Gender and cultural issues are explicitly identified throughout the A level course, for example discussion of cultural relativity and the validity of ethnocentric research methodologies.
- (b) The Nature-Nurture debate and the Freewill versus Determinism debate are visited in context through Eco-psychology.
- (c) Role of the father.
- (d) Ethical guidelines for conducting research are covered and discussed in detail.

## **19 Science**

- (a) The Natural History Society, trips and other events encourage students to reflect on the wonder of the natural world, learning to cooperate and share ideas of conservation and identification.
- (b) Curriculum content raises awareness of the ways that science and technology can affect society and the environment in both a positive and negative manner.
- (c) Discussions about differing issues and ways of solving current climatic and social problems are welcomed.
- (d) Students are encouraged to participate in scientific/philosophical discussions about dilemmas arising from scientific developments.
- (e) Cooperation and individual self-esteem is promoted through a range of practical activities and collaborative opportunities within the class.
- (f) Curriculum extension talks raise awareness that scientific developments are the product of many different cultures.

## **20 Whole school: Activities and Bootham Challenge**

- (a) Students are encouraged to try new things across a wide range of activities.
- (b) BEAST, WAG and various cultural activities promote a wider world view.
- (c) Cooking activities cover multicultural foods and techniques.
- (d) Volunteering activities such as visiting local retirement homes promote social development.
- (e) Craft activities often uses ideas from around the world and are used to support groups such as Oxfam or Days for Girls.
- (f) Some activities allow students to immerse themselves in another culture, such as Chinese language, and Asian Culture activity.
- (g) Debating societies discuss right and wrong and other moral issues.

## **21 Whole school: political events**

- (a) Each election is used to teach about the voting process including:
- (b) Morning meetings on the issues involved
- (c) A public debate with the local candidates
- (d) In school teams of campaigners
- (e) Mock polls and then a mock election

- (f) Online discussion forums
- (g) This format was used in the General Election in 2015, 2017 and 2019 as well as the EU referendum.

## **Appendix 2 Junior School subject contributions to SMSC development**

### **1 Art**

- (a) Giving students the chance to reflect on nature, their environment and surroundings.
- (b) Encouraging analytical and cultural understanding.
- (c) At Key Stage 2 - Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues.

### **2 Computing**

- (a) Making clear the guidelines about the ethical use of the internet and other forms of communications technology, including what is legal and what is not.
- (b) Acknowledging advances in technology and appreciation for human achievement.

### **3 Cultural Studies**

- (a) Gaining insights into the way of life and cultural traditions of others.
- (b) Developing social skills through group activities and communication exercises.
- (c) Improving listening skills through oral/aural work.
- (d) Opportunities to meet and talk to staff from other countries and communicate with children from different countries through international links.

### **4 Design Technology**

- (a) Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
- (b) Discussing the importance of sustainability when designing and making. The environmental consequences of using different materials.
- (c) Understanding the influence society has on the development of new products.
- (d) Understanding the effects that the developments of certain products have on society.

### **5 English**

- (a) Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- (b) Through drama activities; empathising with others and exploring differing perspectives
- (c) Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- (d) Developing students' awareness of moral and social issues in fiction, journalism, magazines, television and film.
- (e) Helping students to engage in emotional literacy through differing genres.

### **6 Geography**

- (a) Through studying contemporary geographical issues students develop skills in listening to others, questioning and discuss the process of democracy.
- (b) The study of different places as well as the geography of the UK provide opportunities for students to deepen their understanding of their own country and

culture and those of others, celebrating diversity whilst appreciating and respecting difference.

- (c) Older children participate in campaigns such as 'Send my Friend to School' allows students to connect with global issues by lobbying their MPs and thus engage them with our political systems and processes.
- (d) Residential allow students to experience awe and wonder; periods of silent reflection are a common feature of the trips allowing students the thinking space to connect with their surroundings.

## **7 History**

Key Stage 1 and 2

- (a) Mutual respect and tolerance of others' views is actively promoted through the choice of curriculum topics and students' participation in class discussions. Educational visits provide the opportunity to experience awe and wonder and to engage with the past and learn about Britain and other countries' heritages and identities, including visits to the Castle Museum, The NRM.

Key Stage 2

- (b) Students develop their knowledge and understanding of the history and nature of British democracy, the struggle for civil liberties and the rule of law.
- (c) European and world history topics encourage students to gain an appreciation for their political, religious and cultural traditions and to be able to make comparisons between societies.
- (d) Students reflect on issues such as religious intolerance.

## **8 Latin**

- (a) Tolerance and mutual respect of the viewpoints of others is encouraged through class discussion.
- (b) Engenders an awareness of how similar and different cultures can be through time and place.
- (c) Encouraging students to understand how the study of Latin language reflects the thoughts, morals and ideas of a civilisation.

## **9 Mathematics**

- (a) Ensures that students understand the importance of mathematics in everyday life e.g. GOAL workshops on budgets and finances; carpeting a room, building an extension. Y6 take part in the 'Fiver Challenge' and deliver a small business initiative to raise money for charity.

## **10 Music**

- (a) Considering the role of music in society and its effects on differing cultures and in different eras.
- (b) Looking at the way music can change moods and behaviour.
- (c) Teaching that encourages students to be open to the music of other cultures.
- (d) Students are encouraged to be resilient and independent, gaining knowledge and confidence through self-expression.

**11 RSE incorporating Personal Development (PD); Personal, Social, Health, Citizenship Economics, Relationships and Health Education**

- (a) Significant contribution through programme which includes the core topics: health and wellbeing, relationships, and living in the wider world.
- (b) Students are encouraged to articulate, challenge and develop their own views and those of others in a safe and respectful environment.
- (c) Ground rules which promote equality, respect and openness to new ideas.
- (d) Reflection on personal actions and consequences.

**12 Physical Education**

- (a) Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- (b) Experiencing through different sporting situations the need for understanding, acceptance and respect of people with different abilities and interests
- (c) Exposure and participation in creative, artistic and sporting activities
- (d) Acceptance and appreciation of the bounds of laws of the game.
- (e) Involvement in different sports whose origins may be from many different countries, religions and cultures.
- (f) Individual activities that provide the opportunity for self-reflection and challenge such as team working and outdoor educational activities

**13 Religious Education (RE)**

- (a) Learning about beliefs, values and the concept of spirituality with a focus on Quakerism.
- (b) Reflecting on the significance of religious teaching in their own lives.
- (c) Developing respect for the right of others to hold beliefs different from their own.
- (d) Beginning to understand the influence of religion on society.
- (e) Understanding and appreciating different cultures, religions and traditions.

**14 Science**

- (a) Outdoor Education, trips and other events encourage students to reflect on the wonder of the natural world, learning to cooperate and share ideas of conservation and identification.
- (b) Curriculum content raises awareness of the ways that science and technology can affect society and the environment in both a positive and negative manner.
- (c) Discussions about differing issues and ways of solving current climatic and social problems are welcomed.
- (d) Cooperation and individual self-esteem is promoted through a range of practical activities and collaborative opportunities within the class.

**15 Activities**

- (a) Pupils are encouraged to try new things across a wide range of activities.
- (b) Mini BEAST and language/culture clubs promotes a wider world view.
- (c) Cooking activities cover multicultural foods and techniques.
- (d) Volunteering activities such as carol singing at the Retirement Home promote social development.
- (e) Craft activities often uses ideas from around the world