

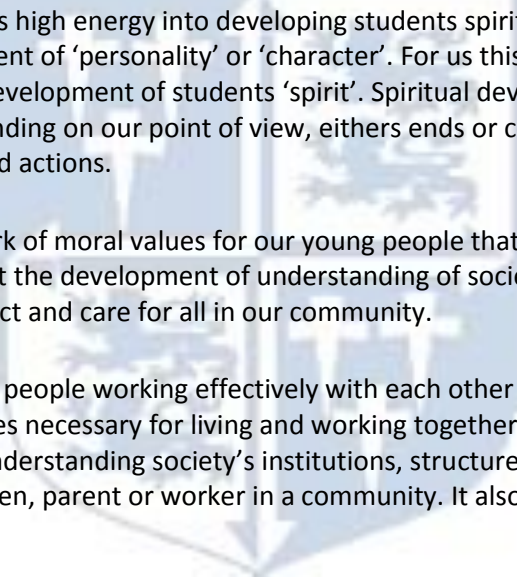
# SMSC and British Values at Holte School



## Our commitment for developing SMSC at Holte School


Our vision is to provide a personalised education in a safe environment promoting self-discipline, motivation and excellence in learning, through which we will develop together as life-long learners and socially responsible citizens and to 'promote fundamental British values.' From this comes our school mantra 'dedicated to learning as the foundation for life'.

We recognise that the spiritual, moral, social and cultural, ('SMSC') element of students' education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens. 'SMSC' is about the values students are encouraged to hold and their attitude towards learning, knowledge and society. Through 'SMSC' we seek to develop attitudes and values that will enable students to become responsible and active members of society.

- 
- **Spiritual development:** We are a secular school that puts high energy into developing students spiritual self. Some people call spiritual development the development of a student 'soul; others as the development of 'personality' or 'character'. For us this is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of students 'spirit'. Spiritual development is the development on non-material element of the human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. We aim to foster a sense of fun, of reflection, and self-worth through thoughts and actions.
  - **Moral development:** We strive hard to build a framework of moral values for our young people that regulates their personal behaviour and enables them to be role models in school, in the community and in life. It is about the development of understanding of society's shared and agreed values. It is also about developing an opinion about different views. We give and expect respect and care for all in our community.
  - **Social development:** Social development is about young people working effectively with each other and participating successfully in the community 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. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.
  - **Cultural development:** Cultural development is about our students' understanding their own culture and other cultures in Birmingham, the west midlands and in Britain as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Our students' cultural development is intimately linked with us ensuring we value our cultural diversity and in our efforts to prevent racism, homophobia and disability discrimination.

The examples that follow are an indication of some of the many ways we seek to embed SMSC at Holte School and should be seen as an indication of our approach rather than an exhaustive list.

Spiritual development of pupils					
Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
<p><b>Our school values:</b> all stakeholders have established the school's values. Values are visible in all aspects of school life.</p> <p><b>School environment:</b> displays throughout the school are aspirational and encourage pupils to reflect on whole school values.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for pupils to reflect on values and the feelings and beliefs of others. There is a calendar of values for all assemblies. This includes national and international events, e.g. Remembrance Day, Holocaust Memorial Day.</p> <p><b>Citizenship day:</b> Paths+ folder lesson plans on managing feelings, respecting cultures,</p>	<p><b>Our school values:</b> all stakeholders have established the school's values. Values are visible in all aspects of school life.</p> <p><b>School environment:</b> displays throughout the school are aspirational and encourage pupils to reflect on whole school values.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for pupils to reflect on values and the feelings and beliefs of others. There is a calendar of values for all assemblies. This includes national and international events, i.e. Remembrance Day, Holocaust Memorial Day.</p> <p><b>Drama:</b> pupils consider 'Pop Culture' and the impact of the media on</p>	<p><b>Our school values:</b> all stakeholders have established the school's values. Values are visible in all aspects of school life.</p> <p><b>School environment:</b> displays throughout the school are aspirational and encourage pupils to reflect on whole school values.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for pupils to reflect on values and the feelings and beliefs of others. There is a calendar of values for all assemblies. This includes national and international events, i.e. Remembrance Day, Holocaust Memorial Day.</p> <p><b>Citizenship Day:</b> theme of day included mental health awareness.</p>	<p><b>Our school values:</b> all stakeholders have established the school's values. Values are visible in all aspects of school life.</p> <p><b>School environment:</b> displays throughout the school are aspirational and encourage pupils to reflect on whole school values.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for pupils to reflect on values and the feelings and beliefs of others. There is a calendar of values for all assemblies. This includes national and international events, i.e. Remembrance Day, Holocaust Memorial Day.</p> <p><b>Citizenship Day:</b> theme of day included discrimination, prejudice</p>	<p><b>Our school values:</b> all stakeholders have established the school's values. Values are visible in all aspects of school life.</p> <p><b>School environment:</b> displays throughout the school are aspirational and encourage pupils to reflect on whole school values.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for pupils to reflect on values and the feelings and beliefs of others. There is a calendar of values for all assemblies. This includes national and international events, i.e. Remembrance Day, Holocaust Memorial Day.</p> <p><b>Drama:</b> Students explore the topic of 'homelessness' through</p>	<p><b>Our school values:</b> all stakeholders have established the school's values. Values are visible in all aspects of school life.</p> <p><b>School environment:</b> displays throughout the school are aspirational and encourage pupils to reflect on whole school values.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for pupils to reflect on values and the feelings and beliefs of others. There is a calendar of values for all assemblies. This includes national and international events, i.e. Remembrance Day, Holocaust Memorial Day.</p> <p><b>Media studies:</b> globalisation and the</p>


<p>addressing personal goals and ambitions</p> <p><b>PSHEe/SEAL:</b> pupils learn about social, and emotional aspects of learning during PSHEe and form time.</p> <p><b>Prayer:</b> there are opportunities for <u>all</u> pupils to pray within the school, where appropriate.</p> <p><b>English:</b> 'The Novel' pupils understand, analyses and evaluate through a variety of writing forms the ideas associated with themes, characterisation and social/cultural/historical context.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark.</p> <p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways</p>	<p>people's views and opinions. Pupils also look back at life from the Victorian period and understand their way of living. This then allows them to explore Melodrama and why it's so important.</p> <p><b>English:</b> Explore tone, theme and use of feature and device in pre-1914 poetry. Understand the influence of social and historical context on the text.</p> <p><b>Prayer:</b> there are opportunities for <u>all</u> pupils to pray within the school, where appropriate.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark.</p> <p><b>Modern Foreign Languages:</b> Pupils</p>	<p><b>Geography:</b> What working conditions are like in sweatshops for children and adults around the world, including in the UK. Poverty; pupils learn the definition of poverty and people's experience of it worldwide.</p>  <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark.</p> <p><b>Prayer:</b> there are opportunities for <u>all</u> pupils to pray within the school, where appropriate.</p> <p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and</p>	<p>and stereotypes with a focus on LGBT and homophobia.</p> <p><b>PSHEe/SEAL:</b> pupils learn about social, and emotional aspects of learning during PSHEe and form time including the concepts of selfesteem, body image and stress management.</p> <p><b>Prayer:</b> there are opportunities for <u>all</u> pupils to pray within the school, where appropriate.</p> <p><b>Drama:</b> Students explore the topic of 'homelessness' through the unit one controlled assessment. This involves looking at ideas and issues around homelessness and exploring what it might be like to live in this situation.</p> <p><b>SEND Provision:</b> outstanding SEND</p>	<p>the unit one controlled assessment. This involves looking at ideas and issues around homelessness and exploring what it might be like to live in this situation.</p> <p><b>Prayer:</b> there are opportunities for <u>all</u> pupils to pray within the school, where appropriate.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark.</p> <p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways of life and embrace sociocultural and economic differences and contexts.</p> <p><b>PSHEe/SEAL:</b> pupils learn about social,</p>	<p>media. The use and abuse of censorship.</p> <p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways of life and embrace sociocultural and economic differences and contexts.</p> <p><b>Peer Mentors:</b> pupils are selected and trained to provide academic and behavioural mentoring to their peers.</p> <p><b>Prayer</b> there are opportunities for <u>all</u> pupils to pray within the school, where appropriate.</p> <p><b>English:</b> pupils explore British values in the 1970s through a study of Equus. Attitudes to mental health, history of treatment. Analysis of Freudian beliefs.</p>
--	---	---	---	--	--

of life and embrace socio-	are encouraged to reflect on other cultures and ways of life and embrace socio-	ways of life and embrace sociocultural and economic differences and contexts.  <b>Art:</b> feelings and moods portrait project.	support including the SMSC development of all	and emotional aspects of learning during PSHEe and form time including	Psychology of the mind.  <b>PSHEe/SEAL:</b> pupils learn about social, and emotional aspects of learning during PSHEe
----------------------------	---	---	---	--	---

<p>cultural and economic differences and contexts.</p> <p><b>RE:</b> What does it mean to be a Muslim? Beliefs, worship, prayer, charity / wealth, compassion and kindness, Life journey (Hajj). The life, work and achievements of Nelson Mandela. Judaism history, Moses' life and work, worship and celebrations. Jesus as a role model. How am I special? Five K's &amp; identity through marriage, Christian &amp; Hindu marriage. Peoples' beliefs, Theism, Atheism, Agnosticism, Science. Design, causation and belief in God.</p> <p><b>Science:</b> Big Bang and origin of the Universe, Space exploration, Day and night and seasons.</p> <p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, Geography and History departments, e.g. Paris, Kingswood, London.</p>	<p>cultural and economic differences and contexts.</p> <p><b>PSHEe/SEAL:</b> pupils learn about social and emotional aspects of learning during PSHEe and form time, including rights and responsibilities.</p> <p><b>RE:</b> death and beyond, Belief and non-belief in life after death, Death in Christianity, Hinduism and Islam. Prejudice and discrimination, Evaluate the significance of Martin Luther King &amp; The civil rights movement. Nelson Mandela. Diversity and Christianity, Places of worship in the community, Denominations, church buildings, practices, Good Samaritan. Introduction to Buddhism, Beliefs and practices, Dalai Lama, prayer flags, festivals. Parables of Jesus. Christian creation story, Stewardship in Islam &amp; Christianity. Festival of Sukkot in relation to environment concerns.</p>	<p><b>Science:</b> Evolution; theories on the origin of life, including conflicting views. Physics - Visible spectrum: Awe and wonder in the production of the visible spectrum.</p> <p><b>History:</b> pupils investigate the causes and events of the Holocaust applying their understanding to contemporary events.</p> <p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, Geography and History departments, e.g. Paris, Kingswood, London.</p> <p><b>Music:</b> Pupils are given the opportunity to learn about the key features of Blues through listening, watching, performing and composing. They also learn about western and Bollywood musicals.</p> <p><b>History:</b> pupils reflect on the way in which society remembers the Holocaust and make links to contemporary events.</p>	<p>pupils. IQM Inclusion Mark.</p> <p><b>Media Studies:</b> Magazine projects, looking at the representation of different groups. Responding to stereotypes and countertypes. Making social action films linked with University of Birmingham on ethical issues.</p> <p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways of life and embrace sociocultural and economic differences and contexts.</p> <p><b>Peer Mentors:</b> pupils are selected and trained to provide academic and behavioural mentoring to their peers.</p> <p><b>RE:</b> believing in God, matters of life and death. Belief and non-belief in God, Religious experiences, design argument, causation argument, scientific</p>	<p>the themes including selfesteem and body image.</p> <p><b>RE:</b> Community &amp; Tradition. Belief in Prophets, authority of holy books, the importance &amp; effects of the community, the role of places of worship for local community, differences between communities, the role &amp; importance of groups and movements in British society. Beliefs &amp; Values; the meaning &amp; Importance of major sins, creativity, mercy &amp; compassion of God. Teachings of holy books &amp; belief in life after death. Worship &amp; Celebration, Living the Muslim and Christian Life - Putting belief into practice, places of worship, festivals.</p> <p><b>Science:</b> pupils learn about the theory of creation and evolution, including the 'Big Bang'.</p> <p><b>Art:</b> ESA exploring portraiture via Edexcel set theme of together and</p>	<p>and form time including identity and diversity. And creative and critical thinking.</p> <p><b>Science:</b> Elements of life; Students learn about Stars and how they contribute to the formation of every element on Earth.</p> <p><b>Geography:</b> students to reflect upon the landscapes and environments they study within lessons by undertaking fieldwork.</p> <p><b>Academic mentoring:</b> all pupils participate in academic mentoring, reflecting on their achievements and progress and establishing personal and academic targets.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>
---	--	---	---	---	--



<p><b>Music:</b> African drumming; pupils learn about the cultural traditions of African music.</p> <p><b>Mathematics:</b> Fun Maths Roadshow, problem solving, awe and wonder, interactive. Scatter graphs lesson with links to video files on the golden ratio and Fibonacci numbers in nature</p> <p><b>Geography:</b> plant and animal adaptations in extreme environments.</p> <p><b>Academic mentoring:</b> all pupils participate in academic mentoring, reflecting on their achievements and progress and establishing personal and academic targets.</p> <p><b>Rewards and recognition:</b> ePraise is the school's online rewards system where pupils can redeem merits achieved or donate them to a charity. The school recognises achievement through a series of rewards</p>	<p><b>Geography:</b> Producing a booklet about the River Ganges. Understanding the religious significance of the River Ganges to Hindus.</p> <p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, and Geography and History departments, e.g. Paris, Kingswood, and London.</p> <p><b>Music:</b> Pupils are given the opportunity to learn about the key features of Reggae through listening, watching, performing and composing. Pupils also learn about music in Indonesia. Use of music in film.</p> <p><b>Mathematics:</b> Fun Maths Roadshow, problem solving, awe and wonder, interactive. Scatter graphs lesson with links to video files on the golden ratio and Fibonacci numbers in nature</p>	<p><b>Mathematics:</b> Fun Maths Roadshow, problem solving, awe and wonder, interactive. Scatter graphs lesson with links to video files on the golden ratio and Fibonacci numbers in nature</p> <p><b>Academic mentoring:</b> all pupils participate in academic mentoring, reflecting on their achievements and progress and establishing personal and academic targets.</p> <p><b>Rewards and recognition:</b> ePraise is the school's online rewards system where pupils can redeem merits achieved or donate them to a charity. The school recognises achievement through a series of rewards assemblies and presentations.</p> <p><b>PSHEe/SEAL:</b> pupils learn about social, and emotional aspects of</p>	<p>explanations of the origins of the world, unanswered prayers, evil and suffering and the Christian and Muslim response. Euthanasia, abortion, world poverty, Islamic and Christian beliefs about life after death, the causes of world poverty, matters of life and death in the media. Marriage, family, Religion and Community Cohesion; changing attitudes, Homosexuality, Divorce, Contraception, Gender equality, UK as a Multi-ethnic / faith society, Community Cohesion, Racial harmony, Religious pluralism and the role of the Media.</p> <p><b>City Year:</b> a weekly club attended by 12-15 pupils that focuses on female empowerment, selfworth and selfconfidence.</p> <p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, Geography and History</p>	<p>apart through artist research and development.</p> <p><b>City Year:</b> a weekly club attended by 12-15 pupils that focuses on female empowerment, selfworth and selfconfidence.</p> <p><b>Science:</b> pupils explore a range of ethical issues, including cloning and stem cell research.</p> <p><b>Geography:</b> plant and animal adaptations in extreme environments. Students reflect upon the landscapes and environments they study within lessons by undertaking fieldwork.</p> <p><b>Academic mentoring:</b> all pupils participate in academic mentoring, reflecting on their achievements and progress and establishing personal and academic targets.</p> <p><b>Rewards and recognition:</b> ePraise is the school's</p>	<p><b>Extra-curricular activities:</b> there is an extensive programme of extracurricular activities undertaken by 6<sup>th</sup> Form students.</p>
---	--	--	--	--	--

<p>assemblies and presentations.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>School Performances:</b> there are a range of performances including Pantomime, Holte's Got Talent, Community Arts Fair. Pupils work collaboratively on such projects, including with Lozells and Mayfield schools.</p>	<p><b>Academic mentoring:</b> all pupils participate in academic mentoring, reflecting on their achievements and progress and establishing personal and academic targets.</p> <p><b>Rewards and recognition:</b> ePraise is the school's online rewards system where pupils can redeem merits achieved or donate them to a charity. The school recognises achievement through a series of rewards assemblies and presentations.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>School Performances:</b> there are a range of performances including Pantomime, Holte's Got</p>	<p>learning during PSHEe and form time.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>School Performances:</b> there are a range of performances including Pantomime, Holte's Got Talent, and Community Arts Fair. Pupils work collaboratively on such projects, including with Lozells and Mayfield schools.</p> 	<p>departments, e.g. Paris, Kingswood, London.</p> <p><b>Science:</b> the theory of evolution.</p> <p><b>Academic mentoring:</b> all pupils participate in academic mentoring, reflecting on their achievements and progress and establishing personal and academic targets.</p> <p><b>Rewards and recognition:</b> ePraise is the school's online rewards system where pupils can redeem merits achieved or donate them to a charity. The school recognises achievement through a series of rewards assemblies and presentations.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by</p>	<p>online rewards system where pupils can redeem merits achieved or donate them to a charity. The school recognises achievement through a series of rewards assemblies and presentations.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>School Performances:</b> there are a range of performances including Pantomime, Holte's Got Talent, Community Arts Fair. Pupils work collaboratively on such projects, including with Lozells and Mayfield schools.</p>	
--	---	--	--	---	--



	Talent, Community Arts Fair. Pupils work collaboratively on such projects, including with		pupils and form groups.  <b>School Performances:</b> there are a range of		
--	---	--	--	--	--

	Lozells and Mayfield schools.		performances including Pantomime, Holte's Got Talent, Community Arts Fair. Pupils work collaboratively on such projects, including with Lozells and Mayfield schools.		
--	-------------------------------	--	---	--	--

## Moral development of pupils

Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for pupils to consider moral issues and dilemmas, e.g. Esafety, Human Rights.</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for pupils to consider moral issues and dilemmas, e.g. E-safety, Human Rights. This</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for pupils to consider moral issues and dilemmas, e.g. E-safety, Human Rights. This</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for pupils to consider moral issues and dilemmas, e.g. E-safety, Human Rights. This</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for pupils to consider moral issues and dilemmas, e.g. E-safety, Human Rights. This</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for pupils to consider moral issues and dilemmas, e.g. Esafety, Human Rights.</p>




<p>This includes pupil led assemblies.</p> <p><b>Pastoral care, guidance and support:</b> for all pupils, including the involvement of external agencies. Individual pupils receive individualised support where behaviour is a concern.</p> <p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>Geography:</b> pupils to learn about sustainable tourism and how we can look after the world in which we live. Carbon footprint and our impact on the environment,</p>	<p>includes pupil led assemblies.</p> <p><b>Pastoral care, guidance and support:</b> for all pupils, including the involvement of external agencies. Individual pupils receive individualised support where behaviour is a concern.</p> <p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>Citizenship Day:</b> focusing on alcohol, drugs and tobacco education, domestic violence, antisocial behaviour. Sessions led by West Midlands Police.</p>	<p>includes pupil led assemblies.</p> <p><b>Pastoral care, guidance and support:</b> for all pupils, including the involvement of external agencies. Individual pupils receive individualised support where behaviour is a concern.</p> <p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>Geography:</b> What working conditions are like in sweatshops for children and adults around the world, including in the UK. Give case studies. Aid, pupils learn about the use of aid, both official and voluntary. Where this is given and why. Poverty; pupils learn the definition of poverty and people's experience of it worldwide. Changes in</p>	<p>includes pupil led assemblies.</p> <p><b>Pastoral care, guidance and support:</b> for all pupils, including the involvement of external agencies. Individual pupils receive individualised support where behaviour is a concern.</p> <p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>Drama:</b> Students explore the topic of 'homelessness' through the unit one controlled assessment. This involves looking at ideas and issues around homelessness and exploring what it</p>	<p>includes pupil led assemblies.</p> <p><b>Pastoral care, guidance and support:</b> for all pupils, including the involvement of external agencies. Individual pupils receive individualised support where behaviour is a concern.</p> <p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>Citizenship Day:</b> themes have included the impact of the media on individuals and society, the importance of budgeting and look to the use of money in the future, discrimination,</p>	<p>This includes pupil led assemblies.</p> <p><b>Pastoral care, guidance and support:</b> for all pupils, including the involvement of external agencies. Individual pupils receive individualised support where behaviour is a concern.</p> <p><b>Media studies:</b> globalisation and the media. The use and abuse of censorship. Boys Club held twice weekly.</p> <p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>BTEC Sport:</b> pupils focus on moral and ethical issues facing</p>
--	--	--	--	--	---

<p>including measures to respond to this.</p> <p><b>Science:</b> pupils learn about the impact of burning fossil fuels nonrenewable resources and conservation of mass. Sex</p>	<p><b>Drama:</b> pupils consider 'Pop Culture' and the impact of the media on people's views and opinions. Script writing – World War 1, the morality of war.</p>		<p>might be like to live in this situation.</p> <p><b>ICT:</b> Operating online – www, Identification and authentication, online</p>	<p>prejudice and stereotypes. This included homophobia, racism and sexism, forced marriage and domestic violence.</p>	<p>sportsmen and sport in general. They also consider the role of law in sport. abuse of individuals in care</p>
---	---	--	--	---	--




<p>education: Puberty, Reproductive systems, Fertilisation, Fertility treatments, Pregnancy, contraception.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark.</p> <p><b>RE:</b> What does it mean to be a Muslim? Beliefs, worship, prayer, charity / wealth, compassion and kindness, Life journey (Hajj). The life, work and achievements of Nelson Mandela. Judaism history, Moses' life and work, worship and celebrations. Jesus as a role model. How am I special? Five K's &amp; identity through marriage, Christian &amp; Hindu marriage. Peoples' beliefs, Theism, Atheism, Agnosticism, Science</p>	<p><b>Geography:</b> Population &amp; settlement CA. Pupils writing an essay regarding population &amp; settlement issues within the UK and globally. Deforestation, sustainability and pollution. Overcrowding and pollution control.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark.</p> <p><b>PSHEe/SEAL:</b> pupils explore themes including rights and responsibilities, cyberbullying. They also learn about religious festivals, including Diwali.</p> <p><b>RE:</b> death and beyond, Belief and non-belief in life after death, Death in Christianity, Hinduism and Islam. Prejudice and</p>	<p>the world; effects of earthquakes and Tsunami on peoples in the world. How other countries respond with Aid. Development issues facing countries.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion</p> <p><b>Learning Support Centre:</b> mentors provide mentoring in response to incidents of bullying, discrimination and conflict.</p> <p><b>Citizenship day:</b> pupils learn about, personal hygiene, eating disorders, relationships, STIs, sexuality, self-esteem.</p> <p>Mark.</p>	<p>accounts, personal spaces, profiling (public and private), data protection.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark.</p> <p><b>Media Studies:</b> Magazine projects, looking at the representation of different groups. Responding to stereotypes and countertypes. Making social action films linked with University of Birmingham on ethical issues.</p> <p><b>BTEC Sport:</b> pupils focus on moral and ethical issues facing sportsmen and sport in general.</p> <p><b>RE:</b> believing in God, matters of life and death. Belief and non-belief in God, Religious experiences, design</p>	<p><b>Drama:</b> Students explore the topic of 'homelessness' through the unit one controlled assessment. This involves looking at ideas and issues around homelessness and exploring what it might be like to live in this situation.</p> <p><b>ICT:</b> Operating online – www, Identification and authentication, online accounts, personal spaces, profiling (public and private), data protection.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark.</p> <p><b>Modern Foreign Languages:</b> pupils learn about ethical issues affecting the world from a range of viewpoints, and how we can combat them on an individual,</p>	<p><b>Health and Social Care:</b> pupils are required to review and outline a number of pieces of legislation and explain how they promote anti discriminatory practices. They also have to explain how these legislations have influenced health and social care settings.</p> <p><b>PSHEe/SEAL:</b> pupils learn about social, and emotional aspects of learning during PSHEe and form time pupils participate in an active citizenship project on an issue of their choice.</p> <p><b>Psychology:</b> a study of social media, gaming and the impact on individuals and society.</p> <p><b>English:</b> Written coursework based on topics such as: War and the Individual, Caught in the Dilemma of Duty.</p>
---	--	--	--	---	---

<p><b>Learning Support</b>  <b>Centre:</b> mentors provide mentoring in response to incidents of bullying,</p>	<p>discrimination, Evaluate the significance of Martin Luther King &amp; The civil rights movement. Nelson Mandela. Diversity and Christianity, Places of</p>	<p><b>History:</b> pupils investigate the causes and events of the Holocaust applying their understanding to contemporary events.</p> <p><b>Technology:</b> pupils explore the</p>	<p>argument, causation  argument, scientific</p>	<p>national and international level.</p>	<p><b>Science:</b> CFCs, Ozone and global warming.</p>
--	---	--	--	--	--

<p>discrimination and conflict.</p> <p><b>English:</b> pupils complete a scheme of work on a play focusing on the morals of theft, conformism and gender.</p> <p><b>Citizenship day:</b> Paths+ folder lesson plans on managing feelings, respecting cultures, addressing personal goals and ambitions. MLK biography, 'Number the Stars' by Lois Lowry - looking at conflict, resolving it and knowing the difference between democratic rights and wrongs in a social convention, developing personal attributes and selfconfidence.</p> <p><b>Charitable activities:</b> pupils participate in a range of charitable activities throughout the academic year, e.g. Comic</p>	<p>worship in the community, Denominations, church buildings, practices, Good Samaritan. Environment: Christian creation story, Stewardship in Islam &amp; Christianity. Festival of Sukkot in relation to environment concerns.</p> <p><b>Learning Support Centre:</b> mentors provide mentoring in response to incidents of bullying, discrimination and conflict.</p> <p><b>Science:</b> pupils research, discuss and debate a number of ethical issues relating to science, including quarrying, global warming, deforestation, climate change. Pupils learn about the effects of smoking and alcohol. Laws for smoking/alcohol, recreational drugs and addiction. E-safety.</p>	<p>environmental impact of products, including plastic bags.</p> <p><b>History:</b> pupils explore ethical dilemmas associated with war, e.g. Atomic Bomb. Pupils also consider the moral questions related to the Holocaust.</p>  <p><b>Science:</b> effects of human activity on global warming.</p> <p><b>Pastoral team:</b> a comprehensive pastoral team provides outstanding care, guidance and support for all pupils.</p> <p><b>Charitable activities:</b> pupils participate in a range of charitable activities throughout the academic year, e.g. Comic</p>	<p>explanations of the origins of the world, unanswered prayers, evil and suffering and the Christian and Muslim response. Euthanasia, abortion, world poverty, Islamic and Christian beliefs about life after death, the causes of world poverty, matters of life and death in the media. Marriage, family, Religion and Community Cohesion; changing attitudes, Homosexuality, Divorce, Contraception, Gender equality, UK as a Multi-ethnic / faith society, Community Cohesion, Racial harmony, Religious pluralism and the role of the Media.</p> <p><b>Citizenship Day:</b> themes of day included discrimination, prejudice and stereotypes with a focus on LGBT and</p>	<p><b>BTEC Sport:</b> pupils focus on moral and ethical issues facing sportsmen and sport in general.</p> <p><b>PSHEe/SEAL:</b> pupils explore themes including self-esteem and body image.</p> <p><b>RE:</b> Community &amp; Tradition. Belief in Prophets, authority of holy books, the importance &amp; effects of the community, the role of places of worship for local community, differences between communities, the role &amp; importance of groups and movements in British society. Beliefs &amp; Values; the meaning &amp; Importance of major sins, creativity, mercy &amp; compassion of God. Teachings of holy books &amp; belief in life after death. Worship &amp; Celebration,</p>	<p><b>Charitable activities:</b> pupils participate in a range of charitable activities throughout the academic year, e.g. Comic Relief, Children in Need, Nepal Earthquake, Christmas Hampers for local food bank.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>School Council:</b> pupils participate in a democratic process as part of the elected school council.</p>
---	--	--	---	--	---

Relief, Children in Need, Nepal Earthquake, Christmas Hampers for local food bank.	<b>Citizenship day:</b> exploring the concept of multiculturalism, diversity and discrimination.	Relief, Children in Need, Nepal Earthquake, Christmas Hampers for local food bank.  <b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and	homophobia, online safety.  <b>Learning Support Centre:</b> mentors provide mentoring in response to	Living the Muslim and Christian Life - Putting belief into practice, places of worship, festivals.	
--	--	--	--	--	--

<p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>School Council:</b> pupils participate in a democratic process as part of the elected school council.</p>	<p><b>History:</b> pupils explore the history of slavery. This includes the moral and ethical issues involved in slavery, including contemporary issues.</p> <p><b>Charitable activities:</b> pupils participate in a range of charitable activities throughout the academic year, e.g. Comic Relief, Children in Need, Nepal Earthquake, Christmas Hampers for local food bank.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>School Council:</b> pupils participate in a democratic process as part of the elected school council.</p> <p><b>Eco-team:</b> the school Ecoteam lead whole school initiatives</p>	<p>cultural focus for consideration by pupils and form groups.</p> <p><b>School Council:</b> pupils participate in a democratic process as part of the elected school council.</p> 	<p>incidents of bullying, discrimination and conflict.</p> <p><b>Science:</b> pupils discuss and debate the ethical issues relating to cloning, genetic engineering, fertility and hormone treatment. Ecology, changing environment and human impact on the Earth, sustainability. Extinction of species.</p> <p><b>Sex and relationship education:</b> pupils learn about, personal hygiene, eating disorders, relationships, STIs, sexuality, self-esteem.</p> <p><b>English:</b> Looking at freedoms in America and analysing if characters had individual liberty. Exploring ways to develop mutual respect and tolerance through analysis of a society that doesn't. Romeo and</p>	<p><b>Learning Support Centre:</b> mentors provide mentoring in response to incidents of bullying, discrimination and conflict.</p> <p><b>Modern Foreign Languages:</b> Discussing volunteering and types of global homelessness, racism, terrorism and how to help.</p> <p><b>Psychology:</b> pupils consider a range of ethical issues, particularly with respect to deception in participation studies. Cultural differences.</p> <p><b>Science:</b> pupils explore a range of ethical issues, including cloning and stem cell research.</p> <p><b>English:</b> Looking specifically at moral choices by characters, analysis of cultural practices at the time such as patriarchy and</p>	
---	---	---	---	---	--



	demonstrating the school's commitment to the environment.		Juliet: looking specifically at moral choices by characters, analysis of cultural practices at the time such as patriarchy	lack of choices based on gender subjugation. Themes of conflict, familial loyalty and emotions.	
--	---	--	--	---	--



and lack of choices based on gender subjugation.

**History:** SHP American West – act of genocide perpetrated by the American government towards the Native American Indians.

**Pastoral team:** a comprehensive pastoral team provides outstanding care, guidance and support for all pupils.

**Charitable activities:** pupils participate in a range of charitable activities throughout the academic year, e.g. Comic Relief, Children in Need, Nepal Earthquake, Christmas Hampers for local food bank.

**SMSC Newsletter:** issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.

**Pastoral team:** a comprehensive pastoral team provides outstanding care, guidance and support for all pupils.

**Charitable activities:** pupils participate in a range of charitable activities throughout the academic year, e.g. Comic Relief, Children in Need, Nepal Earthquake, Christmas Hampers for local food bank.

**SMSC Newsletter:** issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.

**School Council:** pupils participate in a democratic process as part of the elected school council.

			<b>School Council:</b> pupils participate in a		
--	--	--	---	--	--

			democratic process as part of the elected school council.		
--	--	--	---	--	--



### Social development of pupils

Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
<b>Assemblies:</b> all assemblies provide opportunities for developing an awareness of how communities and societies function, e.g.	<b>Assemblies:</b> all assemblies provide opportunities for developing an awareness of how communities and societies function, e.g.	<b>Assemblies:</b> all assemblies provide opportunities for developing an awareness of how communities and societies function, e.g.	<b>Assemblies:</b> all assemblies provide opportunities for developing an awareness of how communities and societies function, e.g.	<b>Assemblies:</b> all assemblies provide opportunities for developing an awareness of how communities and societies function, e.g.	<b>Assemblies:</b> all assemblies provide opportunities for developing an awareness of how communities and societies function, e.g.

<p>General Election 2015, West Midlands Police.</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p> <p><b>Physical Education:</b> extracurricular activities in netball, football, hockey, badminton, fitness, table tennis, cricket, dance, Zumba, rounders, trips, athletics. Team captains are integral to our sports teams, liaising with everyone in the team and often having to speak and work with the opposing</p>	<p>General Election 2015, West Midlands Police.</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p> <p><b>Citizenship Day:</b> focusing on alcohol, drugs and tobacco education and the law, sessions delivered by West Midlands Police on antisocial behaviour and domestic violence.</p> <p><b>Drama:</b> pupils consider 'Pop Culture' and the impact of the media on people's views and opinions.</p>	<p>General Election 2015, West Midlands Police.</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p> <p><b>Citizenship Day:</b> theme of day included E-safety and cyberbullying. Work related learning.</p> <p><b>Physical Education:</b> curriculum and extracurricular activities in netball, football, hockey, fitness, hand ball, dodge ball, badminton, fitness, table tennis, cricket, dance, Zumba, rounders, Tag rugby, swimming,</p>	<p>General Election 2015, West Midlands Police.</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p> <p><b>Physical Education:</b> extracurricular activities in netball, football, hockey, badminton, fitness, table tennis, cricket, dance, Zumba, rounders, trips, athletics and revision. Team captains are integral to our sports teams, liaising with everyone in the team and often having to speak and work with the</p>	<p>General Election 2015, West Midlands Police.</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p> <p><b>Citizenship Day:</b> themes have included the impact of the media on individuals and society includes discrimination, prejudice and stereotypes, homophobia, racism and sexism. Pupils also complete personal statements and CVs.</p> <p><b>Physical Education:</b> extracurricular activities in</p>	<p>General Election 2015, West Midlands Police.</p> <p><b>Health and Social Care:</b> pupils consider communication skills required for caring professions.</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p> <p><b>Law:</b> Joint Enterprise - the advantages and disadvantages of joint enterprise. Pupils research the point of law and mount a classroom debate</p>
---	---	---	---	---	---



teams from all over the country. Pupils not only

opposing teams from all over the

using previous cases and news stories to

<p>play against other schools within the Region but also nationally</p> <p><b>Geography:</b> pupils to learn about sustainable tourism and how we can look after the world in which we live. Carbon footprint and our impact on the environment, including measures to respond to this.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark.</p> <p><b>Music:</b> pupils will learn about the challenges of performing in their own group or band and be given the opportunity to learn different instruments. Genre choices will be given.</p> <p><b>Physical Education:</b> curriculum and extracurricular activities in netball, football, hockey, fitness, hand ball, dodge ball, badminton, fitness,</p>	<p><b>Drama:</b> Pupils look back at life from the Victorian period and understand their way of living. This then allows them to explore Melodrama and why it's so important.</p> <p><b>Physical Education:</b> curriculum and extracurricular activities in netball, football, hockey, fitness, hand ball, dodge ball, badminton, fitness, table tennis, cricket, dance, Zumba, rounders, Tag rugby, swimming, athletics, outdoor education. Team captains are integral to our sports teams, liaising with everyone in the team and often having to speak and work with the opposing teams from all over the country. Pupils not only play against other schools within the Region but also nationally</p> <p><b>Geography:</b> migration in India and its social and cultural impact. Impact of urbanisation. Deforestation,</p>	<p>athletics, outdoor education. Team captains are integral to our sports teams, liaising with everyone in the team and often having to speak and work with the opposing teams from all over the country. Pupils not only play against other schools within the Region but also nationally</p> <p><b>Geography:</b> Aid, pupils learn about the use of aid, both official and voluntary. Where this is given and why. Poverty; pupils learn the definition of poverty and people's experience of it worldwide.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark.</p> <p><b>Music:</b> Pupils are given the opportunity to learn about the key features of Blues through listening, watching, performing and composing.</p>	<p>country. Pupils not only play against other schools within the Region but also nationally</p> <p><b>ICT:</b> Operating online – www, Identification and authentication, online accounts, personal spaces, profiling (public and private), data protection.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark.</p> <p><b>Law:</b> EU law, pupils look at and explain the historic context of EU law using cases, differences between Treaties, Regulations, Directives and Decisions. Judicial Precedent; Students explain the role of the judiciary in developing and creating law through precedent and Acts of Parliament. Why we have laws. Pupils learn about a democracy and what the expectations are for its</p>	<p>netball, football, hockey, badminton, fitness, table tennis, cricket, dance, Zumba, rounders, trips, athletics and revision. Team captains are integral to our sports teams, liaising with everyone in the team and often having to speak and work with the opposing teams from all over the country. Pupils not only play against other schools within the Region but also nationally</p> <p><b>Geography:</b> Employment Sectors; pupils have a chance to debate over what cons under production and consumption. Students then look at the different Industries. Controversy surrounding immigration.</p> <p><b>ICT:</b> Operating online – www, Identification and authentication, online accounts, personal spaces, profiling (public and private), data protection.</p>	<p>argue for and against the law of joint enterprise. Pupils participate in a mock magistrate's trial.</p> <p><b>Media studies:</b> globalisation and the media. The use and abuse of censorship. The media and elections. E-safety.</p> <p><b>Peer Mentors:</b> pupils are selected and trained to provide academic and behavioural mentoring to their peers.</p> <p><b>Psychology:</b> conformity and minority influence, good and bad.</p> <p><b>PSHEe/SEAL:</b> pupils learn about social, and emotional aspects of learning during PSHEe and form time. Pupils participate in an active citizenship project on an issue of their choice.</p> <p><b>Psychology:</b> a study of social media, gaming and the impact on individuals and society.</p>
---	--	---	--	--	--

<p>table tennis, cricket, dance, Zumba, rounders, Tag rugby, swimming, athletics, outdoor education.</p> <p><b>RE:</b> What does it mean to be a Muslim? Beliefs, worship, prayer, charity / wealth, compassion and kindness, Life journey (Hajj). The life, work and achievements of Nelson Mandela. Judaism history, Moses' life and work, worship and celebrations. Jesus as a role model. How am I special? Five K's &amp; identity through marriage, Christian &amp; Hindu marriage. Peoples' beliefs, Theism, Atheism, Agnosticism, Science</p> <p><b>Learning Support Centre:</b> mentors provide guidance and support to vulnerable pupils with respect to their behaviour, e.g. anger management.</p> <p><b>City Year:</b> mentors providing one-to-one individualised mentoring programme for vulnerable pupils.</p>	<p>sustainability and pollution. Overcrowding and population control.</p> <p><b>ICT:</b> pupils establish a small business to generate money for charity. Pupils will be looking at mind maps, market, research, charts, analysing information, designing promotional information and creating promotional adverts.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark.</p> <p><b>Music:</b> Pupils are given the opportunity to learn about the key features of Reggae through listening, watching, performing and composing. Pupils also learn about music in Indonesia.</p> <p><b>Physical Education:</b> curriculum and extracurricular activities in netball, football, hockey, fitness, hand ball, dodge</p>	<p><b>PE:</b> dance, gymnastics, outdoor education and fitness for all pupils.</p> <p><b>Learning Support Centre:</b> mentors provide guidance and support to vulnerable pupils with respect to their behaviour, e.g. anger management.</p> <p><b>Sex and relationship education:</b> pupils learn about, personal hygiene, eating disorders, relationships, STIs, sexuality, self-esteem.</p> <p><b>City Year:</b> twice weekly lunchtime club for boys who have been identified as having difficulty developing relationships with peers. A space for them to interact with peers and mentors and develop social skills.</p> <p><b>City Year:</b> mentors providing one-to-one individualised mentoring programme for vulnerable pupils. Organisation of the City Year's Got Talent</p>	<p>citizens within the law. Pupils participate in a mock magistrate's trial. Sentencing.</p> <p><b>Media Studies:</b> Magazine projects, looking at the representation of different groups. Responding to stereotypes and countertypes. Making social action films linked with University of Birmingham on ethical issues.</p> <p><b>Music:</b> Performing Arts; pupils are given the opportunity to develop skills, plan, and research and perform to an assignment brief as a production team.</p> <p><b>PE:</b> dance, gymnastics, outdoor education and fitness for all pupils.</p> <p><b>Peer Mentors:</b> pupils are selected and trained to provide academic and behavioural mentoring to their peers.</p>	<p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark.</p> <p><b>PE:</b> dance, gymnastics, outdoor education and fitness for all pupils.</p> <p><b>PSHEe/SEAL:</b> pupils learn about social, and emotional aspects of learning during PSHEe and form time, including self-esteem and body image.</p> <p><b>RE:</b> Community &amp; Tradition. Belief in Prophets, authority of holy books, the importance &amp; effects of the community, the role of places of worship for local community, differences between communities, the role &amp; importance of groups and movements in British society. Beliefs &amp; Values; the meaning &amp; Importance of major sins, creativity, mercy &amp; compassion of God.</p>	<p><b>PSHEe/SEAL</b> pupils learn about social, and emotional aspects of learning during PSHEe and form time, including identity and diversity.</p> <p><b>Geography:</b> students to reflect upon the landscapes and environments they study within lessons by undertaking fieldwork.</p> <p><b>House System:</b> the House system develops a sense of community provides opportunities for social development peer mentoring and peer leadership.</p> <p><b>Charitable activities:</b> pupils participate in a range of charitable activities throughout the academic year, e.g. Comic Relief, Children in Need, Nepal Earthquake, Christmas Hampers for local food bank.</p> <p><b>Transition:</b> effective support and guidance for all pupils, and individualised transition</p>
--	---	---	---	--	---

<p>Organisation of the City Year's Got Talent competition. Girls' Sports Club held twice a week. Baking club. KS3 lunchtime club for vulnerable pupils.</p> <p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, Geography and History departments, e.g. Paris, Kingswood, London.</p> <p><b>Modern Foreign Languages:</b> pupils learn about the culture of the language they learn, (Spain or France)</p> <p><b>Science:</b> Sex education: Puberty, Reproductive systems, Fertilisation, Fertility treatments, Pregnancy, contraception.</p> <p><b>Citizenship day:</b> Paths+ folder lesson plans on managing feelings, respecting cultures, addressing personal goals and ambitions</p>	<p>ball, badminton, fitness, table tennis, cricket, dance, Zumba, rounders, Tag rugby, swimming, athletics, outdoor education.</p> <p><b>PSHEe/SEAL:</b> pupils learn about social, and emotional aspects of learning during PSHEe and form time, including rights and responsibilities, cyberbullying and religious festivals, including Diwali.</p> <p><b>RE:</b> death and beyond, Belief and non-belief in life after death, Death in Christianity, Hinduism and Islam. Prejudice and discrimination, Evaluate the significance of Martin Luther King &amp; The civil rights movement. Nelson Mandela. Diversity and Christianity, Places of worship in the community, Denominations, church buildings, practices, Good Samaritan.</p> <p><b>Learning Support Centre:</b> mentors provide guidance</p>	<p>competition. Girls' Sports Club held twice a week. KS3 lunchtime club for vulnerable pupils.</p> <p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, Geography and History departments, e.g. Paris, Kingswood, London.</p> <p><b>Modern Foreign Languages:</b> pupils learn about the culture of the language they learn, (Spain or France)</p> <p><b>Breakfast club:</b> held every day, in conjunction with City Year. Pupils engage in multiple activities whilst socialising with their peers.</p> <p><b>Mathematics:</b> percentages studied in the context of payday loans, financial management and savings.</p> <p><b>ICT:</b> Visual Basic, Pupils will use more advanced programming software that will allow them to write coding.</p>	<p><b>RE:</b> believing in God, matters of life and death. Belief and non-belief in God, Religious experiences, design argument, causation argument, scientific explanations of the origins of the world, unanswered prayers, evil and suffering and the Christian and Muslim response. Euthanasia, abortion, world poverty, Islamic and Christian beliefs about life after death, the causes of world poverty, matters of life and death in the media. Marriage, family, Religion and Community Cohesion; changing attitudes, Homosexuality, Divorce, Contraception, Gender equality, UK as a Multi-ethnic / faith society, Community Cohesion, Racial harmony, Religious pluralism and the role of the Media.</p> <p><b>Citizenship Day:</b> theme of day included discrimination, prejudice and stereotypes with a</p>	<p>Teachings of holy books &amp; belief in life after death. Worship &amp; Celebration, Living the Muslim and Christian Life - Putting belief into practice, places of worship, festivals.</p> <p><b>Learning Support Centre:</b> mentors provide guidance and support to vulnerable pupils with respect to their behaviour, e.g. anger management.</p> <p><b>Citizenship Day:</b> themes have included homophobia, racism and sexism, forced marriage and domestic violence.</p> <p><b>City Year:</b> a weekly club attended by 12-15 pupils that focuses on female empowerment, selfworth and selfconfidence. Organisation of the City Year's Got Talent competition. Girls' Sports Club held twice a week. Drum Club. Boys Club held twice weekly.</p> <p><b>Modern Foreign Languages:</b> Discussing volunteering and types of</p>	<p>provision for vulnerable pupils.</p> <p><b>Envision:</b> social action in schools project completed by 6<sup>th</sup> Form pupils.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Mock Election 2015:</b> all pupils participated in the General Election 2015.</p> <p><b>School Council:</b> pupils participate in a democratic process as part of the elected school council.</p> <p><b>Student Voice:</b> as significant stakeholders pupils have a voice in issues relating to every aspect of school life. Consultation takes place on a weekly basis.</p> <p><b>Extra-curricular activities:</b> there is an extensive programme of extra-</p>
---	--	--	---	--	--




<p><b>Breakfast club:</b> held every day, in conjunction with City Year. Pupils engage in multiple activities whilst socialising with their peers.</p> <p><b>Mathematics:</b> percentages studied in the context of payday loans, financial management and savings.</p> <p><b>ICT:</b> introduction to programming software.</p> <p><b>Pastoral team:</b> a comprehensive pastoral team provides outstanding care, guidance and support for all pupils.</p> <p><b>House System:</b> the House system develops a sense of community provides opportunities for social development peer mentoring and peer leadership.</p> <p><b>Charitable activities:</b> pupils participate in a range of charitable activities throughout the academic year, e.g. Comic</p>	<p>and support to vulnerable pupils with respect to their behaviour, e.g. anger management.</p> <p><b>Citizenship day:</b> exploring the concept of multiculturalism, diversity and discrimination.</p> <p><b>Science:</b> pupils learn about the effects of smoking and alcohol. Laws for smoking/alcohol, recreational drugs and addiction. E-safety.</p> <p><b>City Year:</b> mentors providing one-to-one individualised mentoring programme for vulnerable pupils. Organisation of the City Year's Got Talent competition. Girls' Sports Club held twice a week. Baking club. KS3 lunchtime club for vulnerable pupils.</p> <p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, Geography and History departments, e.g. Paris, Kingswood, London.</p>	<p><b>English:</b> English Speaking and Listening – group discussions and presentations; drama role play and hot seating – team learning.</p> <p><b>Pastoral team:</b> a comprehensive pastoral team provides outstanding care, guidance and support for all pupils.</p> <p><b>House System:</b> the House system develops a sense of community provides opportunities for social development peer mentoring and peer leadership.</p> <p><b>Charitable activities:</b> pupils participate in a range of charitable activities throughout the academic year, e.g. Comic Relief, Children in Need, Nepal Earthquake, and Christmas Hampers for local food bank.</p> <p><b>Form projects:</b> pupils participate in a different project every term with</p>	<p>focus on LGBT and homophobia. Financial capability and economic understanding.</p> <p><b>Learning Support Centre:</b> mentors provide guidance and support to vulnerable pupils with respect to their behaviour, e.g. anger management.</p> <p><b>Sex and relationship education:</b> pupils learn about, personal hygiene, eating disorders, relationships, STIs, sexuality, self-esteem.</p> <p><b>City Year:</b> pupils provided their peers with information raising awareness of problems associated with bullying and sold anti-bullying badges too. Organisation of the City Year's Got Talent competition. Girls' Sports Club held twice a week. Drum Club. Boys Club held twice weekly.</p> <p><b>City Year:</b> a weekly club attended by 12-15 pupils that focuses on female empowerment, self-</p>	<p>global homelessness, racism, terrorism and how to help.</p> <p><b>Modern Foreign Languages:</b> pupils learn about the culture of the language they learn, (Spain or France)</p> <p><b>Breakfast club:</b> held every day, in conjunction with City Year. Pupils engage in multiple activities whilst socialising with their peers.</p> <p><b>Mathematics:</b> comparative reasoning, best buy/value.</p> <p><b>English:</b> English Speaking and Listening – group discussions and presentations; drama role play and hot seating – team learning</p> <p><b>Geography:</b> students to reflect upon the landscapes and environments they study within lessons by undertaking fieldwork.</p>	<p>curricular activities undertaken by 6<sup>th</sup> Form students.</p> <p><b>Student leadership:</b> there are numerous opportunities for student leadership, including Head Boy and Girl, Sports Leaders and House Leaders.</p> <p><b>Reward and recognition:</b> End of year presentations, including the Upper School Presentation. Certificate evenings for Year 12 and 13 pupils. These events are well attended by parents and governors.</p> <p><b>Access to ICT:</b> all pupils have access to ICT resources, including laptops, computers, Kindles, iPads. There are before and after school clubs for all pupils, including vulnerable groups.</p> <p><b>Access Project</b> collaborative work to ensure that all pupils</p>
---	--	--	---	---	--




<p>Relief, Children in Need, Nepal Earthquake, and Christmas Hampers for local food bank.</p> <p><b>Form projects:</b> pupils participate in a different project every term with their form group. This includes form assemblies and the development of form noticeboards and leaflets for parents evenings.</p> <p><b>PSHEe/SEAL:</b> pupils learn about social, and emotional aspects of learning during PSHEe and form time.</p> <p><b>Transition:</b> effective support and guidance for all pupils, and individualised transition provision for vulnerable pupils.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>	<p><b>Modern Foreign Languages:</b> pupils learn about the culture of the language they learn, (Spain or France)</p> <p><b>Breakfast club:</b> held every day, in conjunction with City Year. Pupils engage in multiple activities whilst socialising with their peers.</p> <p><b>Mathematics:</b> percentages studied in the context of payday loans, financial management and savings.</p> <p><b>Pastoral team:</b> a comprehensive pastoral team provides outstanding care, guidance and support for all pupils.</p> <p><b>House System:</b> the House system develops a sense of community provides opportunities for social development peer mentoring and peer leadership.</p>	<p>their form group. This includes form assemblies and the development of form noticeboards and leaflets for parents evenings.</p> <p><b>PSHEe/SEAL:</b> pupils learn about social and emotional aspects of learning during PSHEe and form time.</p> <p><b>Transition:</b> effective support and guidance for all pupils, and individualised transition provision for vulnerable pupils.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Mock Election 2015:</b> all pupils participated in the General Election 2015.</p> <p><b>School Council:</b> pupils participate in a democratic process as</p>	<p>worth and selfconfidence.</p> <p><b>BTEC Performing Arts:</b> Production Skill for performance. Pupils develop a performance on the issue of guns and gangs.</p> <p><b>English:</b> Looking at freedoms in America and analysing if characters had individual liberty. Exploring ways to develop mutual respect and tolerance through analysis of a society that doesn't. English Speaking and Listening – group discussions and presentations; drama role play and hot seating – team learning</p> <p><b>Business studies:</b> pupils learn about employment law and the world of work. Project on Entrepreneurship.</p> <p><b>Dragons Den:</b> Enterprise event with external industry provider - Deutsche Bank. It was organised in conjunction</p>	<p><b>Pastoral team:</b> a comprehensive pastoral team provides outstanding care, guidance and support for all pupils.</p> <p><b>House System:</b> the House system develops a sense of community provides opportunities for social development peer mentoring and peer leadership.</p> <p><b>Charitable activities:</b> pupils participate in a range of charitable activities throughout the academic year, e.g. Comic Relief, Children in Need, Nepal Earthquake, Christmas Hampers for local food bank.</p> <p><b>Form projects:</b> pupils participate in a different project every term with their form group. This includes form assemblies and the development of form noticeboards and leaflets for parents evenings.</p>	<p>have access to Russell Group universities.</p>
---	--	--	---	--	---

		part of the elected school council.			
--	--	-------------------------------------	--	--	--

<p><b>Mock Election 2015:</b> all pupils participated in the General Election 2015.</p> <p><b>School Council:</b> pupils participate in a democratic process as part of the elected school council.</p> <p><b>Student Voice:</b> as significant stakeholders pupils have a voice in issues relating to every aspect of school life.</p> <p><b>School Performances:</b> there are a range of performances including Pantomime, Holte's Got Talent, Community Arts Fair. Pupils work collaboratively on such projects, including with Lozells and Mayfield schools.</p> <p><b>Access to ICT:</b> all pupils have access to ICT resources, including laptops, computers, Kindles, iPads. There are before and after school clubs for all pupils, including vulnerable groups.</p>	<p><b>Charitable activities:</b> pupils participate in a range of charitable activities throughout the academic year, e.g. Comic Relief, Children in Need, Nepal Earthquake, and Christmas Hampers for local food bank.</p> <p><b>Form projects:</b> pupils participate in a different project every term with their form group. This includes form assemblies and the development of form noticeboards and leaflets for parents evenings.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Mock Election 2015:</b> all pupils participated in the General Election 2015.</p> <p><b>School Council:</b> pupils participate in a democratic process as part of the elected school council.</p>	<p><b>Student Voice:</b> as significant stakeholders pupils have a voice in issues relating to every aspect of school life.</p> <p><b>School Performances:</b> there are a range of performances including Pantomime, Holte's Got Talent, Community Arts Fair. Pupils work collaboratively on such projects, including with Lozells and Mayfield schools.</p> <p><b>Access to ICT:</b> all pupils have access to ICT resources, including laptops, computers, Kindles, iPads. There are before and after school clubs for all pupils, including vulnerable groups.</p>	<p>with Birmingham Futures and the Access Project.</p> <p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, Geography and History departments, e.g. Paris, Kingswood, London.</p> <p><b>Modern Foreign Languages:</b> pupils learn about the culture of the language they learn, (Spain or France)</p> <p><b>Science:</b> Ecology, changing environment and human impact on the Earth, sustainability. Extinction of the species.</p> <p><b>Breakfast club:</b> held every day, in conjunction with City Year. Pupils engage in multiple activities whilst socialising with their peers</p> <p><b>Mathematics:</b> comparative reasoning, best buy/value.</p> <p><b>Pastoral team:</b> a comprehensive pastoral team provides</p>	<p><b>Transition:</b> effective support and guidance for all pupils, and individualised transition provision for vulnerable pupils.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Mock Election 2015:</b> all pupils participated in the General Election 2015.</p> <p><b>School Council:</b> pupils participate in a democratic process as part of the elected school council.</p> <p><b>School Council:</b> pupils participate in a democratic process as part of the elected school council.</p> <p><b>Student Voice:</b> as significant stakeholders pupils have a voice in issues relating to every aspect of school life.</p>	
--	--	--	--	---	--

	<p><b>Student Voice:</b> as significant stakeholders pupils have a voice in issues relating to every aspect of school life.</p> <p><b>Eco-team:</b> the school Ecoteam lead whole school initiatives demonstrating the school's commitment to the environment.</p> <p><b>School Performances:</b> there are a range of performances including Pantomime, Holte's Got Talent, Community Arts Fair. Pupils work collaboratively on such projects, including with Lozells and Mayfield schools.</p> <p><b>Access to ICT:</b> all pupils have access to ICT resources, including laptops, computers, Kindles, iPads. There are before and after school clubs for all pupils, including vulnerable groups.</p>	 <p>outstanding care, guidance and support for all pupils.</p> <p><b>House System:</b> the House system develops a sense of community provides opportunities for social development peer mentoring and peer leadership.</p> <p><b>Charitable activities:</b> pupils participate in a range of charitable activities throughout the academic year, e.g. Comic Relief, Children in Need, Nepal Earthquake, Christmas Hampers for local food bank.</p> <p><b>Form projects:</b> pupils participate in a different project every term with their form group. This includes form assemblies and the development of form noticeboards and leaflets for parents evenings.</p> <p><b>PSHEe/SEAL:</b> pupils learn about social, and emotional aspects of</p>	<p><b>Student Leadership:</b> there are various opportunities for student leadership, including Prefects, mentors and sports leaders.</p> <p><b>School Performances:</b> there are a range of performances including Pantomime, Holte's Got Talent, Community Arts Fair. Pupils work collaboratively on such projects, including with Lozells and Mayfield schools.</p> <p><b>Reward and recognition:</b> End of year presentations, including the Upper School Presentation. These events are well attended by parents and governors.</p> <p><b>Access to ICT:</b> all pupils have access to ICT resources, including laptops, computers, Kindles, iPads. There are before and after school clubs for all pupils, including vulnerable groups.</p>	
--	---	---	---	--

			<p>learning during PSHEe and form time.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Duke of Edinburgh Award:</b> pupils can apply to complete the DoE award.</p> <p><b>Mock Election 2015:</b> all pupils participated in the General Election 2015.</p> <p><b>Skill Force:</b> programme to develop the young person's character, resilience and selfesteem. At the end of that journey, the young people are more employable, have greater awareness of their own skills, and are ready to take the next step in their lives.</p> <p><b>School Council:</b> pupils participate in a democratic process as part of the elected school council.</p>	<p><b>Access Project</b> collaborative work to ensure that all pupils have access to Russell Group universities.</p>	
--	--	---	---	--	--



**Student Voice:** as significant stakeholders pupils have a voice in issues relating to every aspect of school life.

**Brilliant Club:** sponsored by Warwick University, is a project which enables pupils to experience a taste of University life. Pupils are involved in attending seminar type lectures and have to complete a dissertation which enables them to 'graduate'.

**Student Leadership:** there are various opportunities for student leadership, including Prefects, mentors and sports leaders.

**School Performances:** there are a range of performances including Pantomime, Holte's Got Talent, Community Arts Fair. Pupils work collaboratively on such projects, including with

			Lozells and Mayfield schools.		
--	--	--	-------------------------------	--	--


			<p><b>Access to ICT:</b> all pupils have access to ICT resources, including laptops, computers, Kindles, iPads. There are before and after school clubs for all pupils, including vulnerable groups.</p> <p><b>Access Project</b> collaborative work to ensure that all pupils have access to Russell Group universities.</p>		
--	--	--	---	--	--



Cultural development of pupils					
Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form



<b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General	<b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational	<b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational	<b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational	<b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational	<b>Assembly:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General
--	--	--	--	--	--


<p>Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>School environment:</b> displays throughout the school are designed to promote cultural awareness amongst pupils.</p> <p><b>Learning Resource Centre:</b> pupils have access to a library that includes a wide range of literature from a range of cultures. Pupils are effectively engaged with the library.</p> <p><b>Citizenship Day:</b> Prevent extremism and radicalisation, workshop delivered by Counter Terrorism Unit. MLK biography, 'Number the Stars' by Lois Lowry - looking at conflict, resolving it and knowing the difference between democratic rights and wrongs in a social convention, developing personal</p>	<p>assemblies, General Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>School environment:</b> displays throughout the school are designed to promote cultural awareness amongst pupils.</p> <p><b>Learning Resource Centre:</b> pupils have access to a library that includes a wide range of literature from a range of cultures. Pupils are effectively engaged with the library.</p> <p><b>English:</b> Explore tone, theme and use of feature and device in pre-1914 poetry. Understand the influence of social and historical context on the text.</p> <p><b>Geography:</b> migration in India and its social and cultural impact.</p>	<p>assemblies, General Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>School environment:</b> displays throughout the school are designed to promote cultural awareness amongst pupils.</p>  <p><b>Learning Resource Centre:</b> pupils have access to a library that includes a wide range of literature from a range of cultures. Pupils are effectively engaged with the library.</p> <p><b>Citizenship Day:</b> theme of day on human rights, the law and criminal justice system. Work related learning.</p> <p><b>Citizenship Day:</b> Prevent extremism and radicalisation, workshop delivered by Counter Terrorism Unit</p>	<p>assemblies, General Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>School environment:</b> displays throughout the school are designed to promote cultural awareness amongst pupils.</p> <p><b>Learning Resource Centre:</b> pupils have access to a library that includes a wide range of literature from a range of cultures. Pupils are effectively engaged with the library.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark. Outstanding EAL support.</p> <p><b>Law:</b> EU law, pupils look at and explain the historic context of EU law using cases, differences between</p>	<p>assemblies, General Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>School environment:</b> displays throughout the school are designed to promote cultural awareness amongst pupils.</p> <p><b>Learning Resource Centre:</b> pupils have access to a library that includes a wide range of literature from a range of cultures. Pupils are effectively engaged with the library.</p> <p><b>Citizenship Day:</b> a 'pupil takeover' day focusing on what 'British Values' are. Themes also included the impact of the media on individuals and society, the importance of budgeting and look to the use of money in the future, discrimination, prejudice and</p>	<p>Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>School environment:</b> displays throughout the school are designed to promote cultural awareness amongst pupils.</p> <p><b>Learning Resource Centre:</b> pupils have access to a library that includes a wide range of literature from a range of cultures. Pupils are effectively engaged with the library.</p> <p><b>Citizenship Day:</b> NatwestRBS Employees gave an insight into money matters which is relevant to University and future employment.</p> <p><b>Citizenship Day:</b> Prevent extremism and radicalisation,</p>
---	--	--	--	--	---

attributes and selfconfidence.	<b>Geography:</b> an investigation into what key factors that drive	<b>SEND Provision:</b> outstanding SEND support including the	Treaties, Regulations, Directives and Decisions. Pupils also	stereotypes. This included homophobia, racism and sexism	workshop delivered by Counter Terrorism Unit
--------------------------------	---	---	--	--	--

<p><b>English:</b> 'The Novel' pupils understand, analyses and evaluate through a variety of writing forms the ideas associated with themes, characterisation and social/cultural/historical context.</p> <p><b>History:</b> the Peasant's Revolt and the history of protest and rebellion.</p> <p><b>ICT:</b> pupils plan and manage a budget for a School Disco. Creating a spreadsheet model to predict outcomes.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark. Outstanding EAL support.</p> <p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways of life and embrace sociocultural and economic differences and contexts.</p>	<p>population change. Knowing how places vary in terms of their population diversity.</p> <p><b>ICT:</b> pupils establish a small business to generate money for charity. Pupils will be looking at mind maps, market, research, charts, analysing information, designing promotional information and creating promotional adverts.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark. Outstanding EAL support.</p> <p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways of life and embrace sociocultural and economic differences and contexts.</p> <p><b>Music:</b> Pupils are given the opportunity to learn about the key features of Reggae through listening,</p>	<p>SMSC development of all pupils. IQM Inclusion Mark. Outstanding EAL support.</p> <p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways of life and embrace sociocultural and economic differences and contexts.</p> <p><b>Music:</b> Pupils are given the opportunity to learn about the key features of Blues through listening, watching, performing and composing. They also learn about western and Bollywood musicals.</p> <p><b>PE:</b> dance, gymnastics, outdoor education and fitness for all pupils.</p> <p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, Geography and History departments, e.g. Paris, Kingswood, London.</p> <p><b>English Reward trips:</b> Exceptionally hard working pupils rewarded</p>	<p>consider how laws are made, e.g. Act of Parliament. Sentencing, criminal vs. civil law. Powers of the police.</p> <p><b>English:</b> media and nonfiction – how different cultures are portrayed in media texts</p> <p><b>Media Studies:</b> Magazine projects, looking at the representation of different groups. Responding to stereotypes and countertypes. Making social action films linked with University of Birmingham on ethical issues.</p> <p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways of life and embrace sociocultural and economic differences and contexts.</p> <p><b>PE:</b> dance, gymnastics, outdoor education and fitness for all pupils.</p>	<p><b>Geography:</b> Similarities &amp; differences between Birmingham &amp; Mumbai. Understanding the links between the two locations along with the past cultural links. Controversy surrounding immigration.</p> <p><b>SEND Provision:</b> outstanding SEND support including the SMSC development of all pupils. IQM Inclusion Mark. Outstanding EAL support.</p> <p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways of life and embrace sociocultural and economic differences and contexts.</p> <p><b>PE:</b> dance, gymnastics, outdoor education and fitness for all pupils.</p> <p><b>PSHEe/SEAL:</b> pupils explore themes including self-esteem and body image.</p>	<p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways of life and embrace sociocultural and economic differences and contexts.</p> <p><b>PSHEe/SEAL:</b> form activity undertaken on identity and diversity.</p> <p><b>Media studies:</b> Developing views through the analysis of newspapers and application of theories.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Rewards and recognition:</b> pupils achieving the highest merits participate in a variety of enrichment activities.</p> <p><b>Access Project</b> collaborative work to ensure that all pupils have</p>
---	---	--	--	---	---

					access to Russell Group universities.
--	--	--	--	--	---------------------------------------

<p><b>PE:</b> dance, gymnastic, outdoor education and fitness for all pupils.</p> <p><b>RE:</b> What does it mean to be a Muslim? Beliefs, worship, prayer, charity / wealth, compassion and kindness, Life journey (Hajj). The life, work and achievements of Nelson Mandela. Judaism history, Moses' life and work, worship and celebrations. Jesus as a role model. How am I special? Five K's &amp; identity through marriage, Christian &amp; Hindu marriage. Peoples' beliefs, Theism, Atheism, Agnosticism, Science</p> <p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, Geography and History departments, e.g. Paris, Kingswood, London.</p> <p><b>Music:</b> African drumming; pupils learn about the cultural traditions of African music.</p> <p><b>History:</b> pupils visit Kenilworth Castle s part of</p>	<p>watching, performing and composing. Pupils also learn about music in Indonesia.</p> <p><b>PSHee/SEAL:</b> pupils explore themes including rights and responsibilities, cyberbullying. They also learn about religious festivals, including Diwali.</p> <p><b>RE:</b> death and beyond, Belief and non-belief in life after death, Death in Christianity, Hinduism and Islam. Prejudice and discrimination, Evaluate the significance of Martin Luther King &amp; The civil rights movement. Nelson Mandela. Diversity and Christianity, Places of worship in the community, Denominations, church buildings, practices, Good Samaritan. The Art of Peace- Introduction of Buddhism, Beliefs and practices, Dalai Lama, prayer flags, festivals. Parables of Jesus.</p> <p><b>Geography:</b> Producing a booklet about the River</p>	<p>with regular trips to experience British cultural heritage and theatrical performance.</p> <p><b>ICT:</b> Visual Basic, Pupils will use more advanced programming software that will allow them to write coding.</p> <p><b>English:</b> Poetry from other cultures – understanding different experience and cultures</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Rewards and recognition:</b> pupils achieving the highest merits using ePraise participate in a variety of enrichment activities.</p> <p><b>Parent Partnership:</b> a wide range of activities engaging parents and the local community, e.g. shared literacy,</p>	<p><b>RE:</b> believing in God, matters of life and death. Belief and non-belief in God, Religious experiences, design argument, causation argument, scientific explanations of the origins of the world, unanswered prayers, evil and suffering and the Christian and Muslim response. Euthanasia, abortion, world poverty, Islamic and Christian beliefs about life after death, the causes of world poverty, matters of life and death in the media. Marriage, family, Religion and Community Cohesion; changing attitudes, Homosexuality, Divorce, Contraception, Gender equality, UK as a Multi-ethnic / faith society, Community Cohesion, Racial harmony, Religious pluralism and the role of the Media.</p> <p><b>Citizenship Day:</b> theme of day included discrimination, prejudice and stereotypes with a</p>	<p><b>RE:</b> Community &amp; Tradition. Belief in Prophets, authority of holy books, the importance &amp; effects of the community, the role of places of worship for local community, differences between communities, the role &amp; importance of groups and movements in British society. Beliefs &amp; Values; the meaning &amp; Importance of major sins, creativity, mercy &amp; compassion of God. Teachings of holy books &amp; belief in life after death. Worship &amp; Celebration, Living the Muslim and Christian Life - Putting belief into practice, places of worship, festivals.</p> <p><b>Citizenship Day:</b> themes have included homophobia, racism and sexism, forced marriage and domestic violence.</p> <p><b>English Reward trips:</b> Exceptionally hard working pupils rewarded with regular trips to experience British cultural</p>	
--	--	--	---	--	--

<p>a project led by University of Birmingham PGCE students.</p> <p><b>Food technology:</b> Students look at cultural influences on the food we cook and the diversity of ingredients available for us to cook with. They also learn about staple foods of other countries.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Rewards and recognition:</b> pupils achieving the highest merits using ePraise participate in a variety of enrichment activities.</p> <p><b>Parent Partnership:</b> a wide range of activities engaging parents and the local community, e.g.</p>	<p>Ganges. Understanding the religious significance of the River Ganges to Hindus.</p> <p><b>History:</b> pupils explore the history of slavery. This includes the moral and ethical issues involved in slavery, including contemporary issues. The Reformation in the 16<sup>th</sup> Century.</p> <p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, Geography and History departments, e.g. Paris, Kingswood, London.</p> <p><b>Physical Education:</b> curriculum and extracurricular activities in netball, football, hockey, fitness, hand ball, dodge ball, badminton, fitness, table tennis, cricket, dance, Zumba, rounders, Tag rugby, swimming, athletics, outdoor education.</p>	<p>residential activities, ESOL.</p> 	<p>focus on LGBT and homophobia. Delivered by Round Midnight.</p> <p><b>Science:</b> pupils discuss and debate the ethical issues relating to cloning, genetic engineering, fertility and hormone treatment. Theory of evolution.</p> <p><b>BTEC Performing Arts:</b> Production Skill for performance. Pupils develop a performance on the issue of guns and gangs.</p> <p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, Geography and History departments, e.g. Paris, Kingswood, London.</p> <p><b>English Reward trips:</b> Exceptionally hard working pupils rewarded with regular trips to experience British cultural heritage</p>	<p>heritage and theatrical performance.</p> <p><b>Science:</b> food additives, diet and healthy lifestyles.</p> <p><b>English:</b> 'Of Mice and Men', Steinbeck – understanding American contemporary culture and context. Poetry Anthology – understanding different cultures and experiences.</p> <p><b>History:</b> The contribution of different cultures to human development and progress is also assessed carefully, especially in the Year 11 unit covering the History of Medicine which considers the extent of the impact that the Christian Church, the Muslim World and Ancient cultures had on the development of medicine and treatment.</p>	
--	---	---	--	---	--

shared literacy,  
residential activities,  
ESOL.


**English Reward trips:**  
Exceptionally hard  
working pupils  
rewarded

and theatrical  
performance.

**SMSC Newsletter:**  
issued every week  
including

**SMSC Newsletter:**  
issued every week  
including social, moral,  
spiritual and cultural  
focus for



	<p>with regular trips to experience British cultural heritage and theatrical performance.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Rewards and recognition:</b> pupils achieving the highest merits using ePraise participate in a variety of enrichment activities.</p> <p><b>Parent Partnership:</b> a wide range of activities engaging parents and the local community, e.g. shared literacy, residential activities, ESOL.</p>		<p>social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Rewards and recognition:</b> pupils achieving the highest merits using ePraise participate in a variety of enrichment activities.</p> <p><b>Skill Force:</b> programme to develop the young person's character, resilience and selfesteem. At the end of that journey, the young people are more employable, have greater awareness of their own skills, and are ready to take the next step in their lives.</p> <p><b>Brilliant Club:</b> sponsored by Warwick University, is a project which enables pupils to experience a taste of University life. Pupils are involved in attending seminar type lectures and have to complete a dissertation</p>	<p>consideration by pupils and form groups.</p> <p><b>Rewards and recognition:</b> pupils achieving the highest merits using ePraise participate in a variety of enrichment activities.</p> <p><b>Skill Force:</b> programme to develop the young person's character, resilience and selfesteem. At the end of that journey, the young people are more employable, have greater awareness of their own skills, and are ready to take the next step in their lives.</p> <p><b>Access Project</b> collaborative work to ensure that all pupils have access to Russell Group universities.</p> <p><b>Parent Partnership:</b> a wide range of activities engaging parents and the local community, e.g. shared literacy,</p>	
--	--	---	--	--	--

			which enables them to 'graduate'.	residential activities, ESOL.	
--	--	--	-----------------------------------	-------------------------------	--

			<p><b>Access Project</b> collaborative work to ensure that all pupils have access to Russell Group universities.</p> <p><b>Parent Partnership:</b> a wide range of activities engaging parents and the local community, e.g. shared literacy, residential activities, ESOL.</p>		
--	--	--	---	--	--

### Our commitment to promoting British Values

At Holte School we recognise not only the importance of embrace our wider role in preparing them for their adult role in that preparation is ensuring that we promote and use a range of strategies within the curriculum and beyond values. There is an expectation that all teachers exploit and student's SMSC education in lessons.

The government set out its definition of British values in

- democracy,
- rule of law,
- individual liberty,



allowing students to flourish academically but we also life beyond the formal examined curriculum. Part of our reinforce British values to our students. At Holte School we to secure the promotion of SMSC and fundamental British develop opportunities for the effective promotion of a

the November 2014 and consider them to be:

- mutual respect and tolerance of those of different

At Holte School these values are reinforced in a pervasive manner and permeate the school community. The ways we seek to embed British values at Holte School and should be seen as an indication of our approach rather than an exhaustive list.



faiths and beliefs.

manner and permeate the school community. The ways we seek to embed British values at Holte School and than an exhaustive list.

Democracy					
Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form

<p><b>Assemblies:</b> there are two assemblies very week for all pupils. These assemblies focus on a different value every week, including democracy.</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>	<p><b>Assemblies:</b> there are two assemblies very week for all pupils. These assemblies focus on a different value every week, including democracy.</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>	<p><b>Assemblies:</b> there are two assemblies very week for all pupils. These assemblies focus on a different value every week, including democracy.</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>	<p><b>Assemblies:</b> there are two assemblies very week for all pupils. These assemblies focus on a different value every week, including democracy.</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>	<p><b>Assemblies:</b> there are two assemblies very week for all pupils. These assemblies focus on a different value every week, including democracy.</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>	<p><b>Assemblies:</b> there are two assemblies very week for all pupils. These assemblies focus on a different value every week, including democracy.</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>
---	---	---	---	---	---

<p><b>City Year:</b> visit and discussion with Justine Greening, MP.</p> <p><b>History:</b> the Peasant's Revolt and the history of protest and rebellion.</p> <p><b>History:</b> the Magna Carta – the development of law and due process.</p> <p><b>Science:</b> pupils learn about the impact of burning fossil fuels nonrenewable resources and conservation of mass.</p> <p><b>Citizenship day:</b> MLK biography, 'Number the Stars' by Lois Lowry - looking at conflict, resolving it and knowing the difference between democratic rights and wrongs in a social convention, developing personal attributes and self-confidence.</p> <p><b>Mock Election 2015:</b> all pupils participated in the General Election 2015.</p>	<p><b>City Year:</b> visit and discussion with Justine Greening, MP.</p> <p><b>Geography:</b> Population &amp; settlement CA. Pupils writing an essay regarding population &amp; settlement issues within the UK and globally.</p> <p><b>Science:</b> pupils research, discuss and debate a number of ethical issues relating to science, including quarrying, global warming, deforestation, climate change.</p> <p><b>History:</b> pupils explore the history of slavery. This includes an exploration of into the abolition of slavery. Causes and consequences of English Civil War.</p> <p><b>Mock Election 2015:</b> all pupils participated in the General Election 2015.</p> <p><b>School Council:</b> pupils participate in a democratic process as</p>	<p>consideration by pupils and form groups</p> <p><b>Citizenship Day:</b> Prevent extremism and radicalisation, workshop delivered by Counter Terrorism Unit</p> <p><b>City Year:</b> visit and discussion with Justine Greening, MP.</p> <p><b>Geography:</b> Aid, pupils learn about the use of aid, both official and voluntary. Where this is given and why.</p> <p><b>Geography:</b> poverty; pupils learn the definition of poverty and people's experience of it worldwide.</p> <p><b>History:</b> pupils consider the difference between democracies and dictatorships through a study of Hitler's rise to power and control of Germany.</p>	<p>consideration by pupils and form groups.</p> <p><b>Citizenship Day:</b> Prevent extremism and radicalisation, workshop delivered by Counter Terrorism Unit</p> <p><b>City Year:</b> visit and discussion with Justine Greening, MP.</p> <p><b>ICT:</b> Operating online – www, Identification and authentication, online accounts, personal spaces, profiling (public and private), data protection.</p> <p><b>Law:</b> Why we have laws. Pupils learn about a democracy and what the expectations are for its citizens within the law.</p> <p><b>BTEC Sport:</b> pupils focus on moral and ethical issues facing sportsmen and sport in general. They also consider the role of law in sport.</p>	<p><b>Citizenship Day:</b> a 'pupil takeover' day focusing on what 'British Values' are. Themes also included the role of the media in a democracy.</p> <p><b>City Year:</b> visit and discussion with Justine Greening, MP.</p> <p><b>ICT:</b> Operating online – www, Identification and authentication, online accounts, personal spaces, profiling (public and private), data protection.</p> <p><b>BTEC Sport:</b> pupils focus on moral and ethical issues facing sportsmen and sport in general. They also consider the role of law in sport.</p> <p><b>Mock Election 2015:</b> all pupils participated in the General Election 2015.</p> <p><b>School Council:</b> pupils participate in a democratic process as part of the elected school council.</p>	<p>consideration by pupils and form groups.</p> <p><b>Citizenship Day:</b> Prevent extremism and radicalisation, workshop delivered by Counter Terrorism Unit</p> <p><b>City Year:</b> visit and discussion with Justine Greening, MP.</p> <p><b>Othello:</b> pupils consider political systems included within Othello.</p> <p><b>Media studies:</b> globalisation and the media. The use and abuse of censorship. Freedom of the press. Media and elections.</p> <p><b>PSHEe/SEAL:</b> pupils participate in an active citizenship project on an issue of their choice.</p> <p><b>Psychology:</b> a study of social media, gaming and the impact on individuals and society.</p>
--	--	--	---	--	--

<p><b>School Council:</b> pupils participate in a democratic process as part of the elected school council.</p> <p><b>Student Voice:</b> as significant stakeholders pupils have a voice in issues relating to every aspect of school life and school development.</p>	<p>part of the elected school council.</p> <p><b>Student Voice:</b> as significant stakeholders pupils have a voice in issues relating to every aspect of school life and school development.</p> <p><b>Eco-team:</b> the school Ecoteam lead whole school initiatives demonstrating the school's commitment to the environment.</p>	<p><b>Mock Election 2015:</b> all pupils participated in the General Election 2015.</p> <p><b>School Council:</b> pupils participate in a democratic process as part of the elected school council.</p> <p><b>Student Voice:</b> as significant stakeholders pupils have a voice in issues relating to every aspect of school life.</p>	<p><b>City Year:</b> pupils provided their peers with information raising awareness of problems associated with bullying and sold anti-bullying badges too.</p> <p><b>Mock Election 2015:</b> all pupils participated in the General Election 2015.</p> <p><b>School Council:</b> pupils participate in a democratic process as part of the elected school council.</p> <p><b>Student Voice:</b> as significant stakeholders pupils have a voice in issues relating to every aspect of school life.</p> <p><b>Skill Force Prince's Award:</b> pupils complete projects using leadership, collaborative and research skills with instructors from Skill Force</p>	<p><b>Student Voice:</b> as significant stakeholders pupils have a voice in issues relating to every aspect of school life.</p> <p><b>Skill Force Prince's Award:</b> pupils complete projects using leadership, collaborative and research skills with instructors from Skill Force</p>	<p><b>History:</b> an understanding of the British political system and students regularly compare the key issues and debates of the 19th and 20th centuries.</p> <p><b>Envision:</b> social action in schools project completed by 6<sup>th</sup> Form pupils.</p> <p><b>Mock Election 2015:</b> all pupils participated in the General Election 2015.</p> <p><b>School Council:</b> pupils participate in a democratic process as part of the elected school council.</p> <p><b>Student Voice:</b> as significant stakeholders pupils have a voice in issues relating to every aspect of school life.</p>
--	--	---	--	--	---



Individual liberty					
Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>

pupils and form groups.					
-------------------------	--	--	--	--	--

<p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>History:</b> the Peasant's Revolt and the history of protest and rebellion.</p> <p><b>History:</b> the Magna Carta – the development of law and due process.</p> <p><b>RE:</b> What does it mean to be a Muslim? Beliefs, worship, prayer, charity / wealth, compassion and kindness, Life journey (Hajj). The life, work and achievements of Nelson Mandela. Judaism history, Moses' life and work, worship and celebrations. Jesus as a role model.</p>	<p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>RE:</b> death and beyond, Belief and non-belief in life after death, Death in Christianity, Hinduism and Islam. Prejudice and discrimination, Evaluate the significance of Martin Luther King &amp; The civil rights movement. Nelson Mandela. Diversity and Christianity, Places of worship in the community, Denominations, church buildings, practices, Good Samaritan.</p> <p><b>History:</b> pupils explore the history of slavery. This includes the moral and ethical issues involved in</p>	<p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>Citizenship Day:</b> theme of day on human rights and responsibilities. Explored case studies, including Guantanamo Bay and Je Suis Charlie.</p> <p><b>Year 9:</b> Changes in the world; effects of earthquakes and Tsunami on peoples in the world. How other countries respond with Aid.</p> <p><b>Sex and relationship education:</b> pupils learn about, personal hygiene, eating disorders, relationships, STIs, sexuality, self-esteem.</p>	<p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>ICT:</b> Operating online – www, Identification and authentication, online accounts, personal spaces, profiling (public and private), data protection.</p> <p><b>Media Studies:</b> Magazine projects, looking at the representation of different groups. Responding to stereotypes and countertypes. Making social action films linked with University of Birmingham on ethical issues.</p> <p><b>RE:</b> Religion and Community Cohesion; changing attitudes, Homosexuality,</p>	<p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>Year 11 Citizenship Day:</b> a 'pupil takeover' day focusing on what 'British Values' are. Themes also include discrimination, prejudice and stereotypes. This included homophobia, racism and sexism.</p> <p><b>Geography:</b> Similarities &amp; differences between Birmingham &amp; Mumbai. Understanding the links between the two locations along with the past cultural links.</p> <p><b>ICT:</b> Operating online – www, Identification and authentication, online accounts,</p>	<p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>Media studies:</b> globalisation and the media. The use and abuse of censorship. Developing views through the analysis of newspapers and application of theories.</p> <p><b>Psychology:</b> a study of social media, gaming and the impact on individuals and society.</p> <p><b>English:</b> Written coursework based on topics such as: War and the Individual, Caught in the Dilemma of Duty.</p> <p><b>Media Studies:</b> the law and the media,</p>
--	--	--	---	---	---

How am I special? Five K's & identity through marriage, Christian & Hindu marriage. Peoples' beliefs, Theism, Atheism, Agnosticism, Science	slavery, including contemporary issues.  <b>PSHEe/SEAL:</b> pupils explore themes including rights and responsibilities.		Divorce, Contraception, Gender equality, UK as a Multi-	personal spaces, profiling (public and private), data protection.	including the internet and social media.
---	--	--	---	---	--



ethnic / faith society, Community Cohesion, Racial harmony, Religious pluralism and the role of the Media.

**Citizenship Day:** theme of day included discrimination, prejudice and stereotypes with a focus on LGBT and homophobia. Delivered by Round Midnight. Pupils also looked at the law and social media.

**Sex and relationship education:** pupils learn about, personal hygiene, eating disorders, relationships, STIs, sexuality, self-esteem.

**English:** Looking at freedoms in America and analysing if characters had individual liberty. Exploring ways to develop mutual respect and tolerance through analysis of a society that doesn't.

**Citizenship Day:** themes have included homophobia, racism and sexism, forced marriage and domestic violence.

**Science:** pupils explore a range of ethical issues, including cloning and stem cell research.

**Skill Force Prince's Award:** pupils complete projects using leadership, collaborative and research skills with instructors from Skill Force

			<b>Skill Force Prince's</b> <b>Award:</b> pupils complete		
--	--	--	--	--	--

			projects using leadership, collaborative and research skills with instructors from Skill Force		
--	--	--	--	--	--

Mutual respect and tolerance					
Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General Election 2015, Holocaust</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General Election 2015, Holocaust</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General Election 2015, Holocaust</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General Election 2015, Holocaust</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General Election 2015, Holocaust</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices.</p> <p><b>Equality policy and practice:</b> staff and pupils adhere to and promote principles of equality.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General Election 2015, Holocaust</p>






<p>Memorial Day, Black History Month.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Anti-bullying:</b> there are rigorous systems in place for monitoring bullying and discrimination, including racism and homophobia. The school has an anti-bullying charter and uses SHARP.</p> <p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>Citizenship Day:</b> Paths + Folder- lesson plans on discrimination, stereotyping</p> <p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on</p>	<p>Memorial Day, Black History Month.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Anti-bullying:</b> there are rigorous systems in place for monitoring bullying and discrimination, including racism and homophobia. The school has an anti-bullying charter and uses SHARP.</p> <p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>Geography:</b> an investigation into what key factors that drive population change. Knowing how places vary in terms of their population diversity.</p>	<p>Memorial Day, Black History Month.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Anti-bullying:</b> there are rigorous systems in place for monitoring bullying and discrimination, including racism and homophobia. The school has an anti-bullying charter and uses SHARP.</p> <p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>Citizenship Day:</b> Prevent extremism and radicalisation, workshop delivered by Counter Terrorism Unit</p>	<p>Memorial Day, Black History Month.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Anti-bullying:</b> there are rigorous systems in place for monitoring bullying and discrimination, including racism and homophobia. The school has an anti-bullying charter and uses SHARP.</p> <p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>Citizenship Day:</b> Prevent extremism and</p>	<p>Memorial Day, Black History Month.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Anti-bullying:</b> there are rigorous systems in place for monitoring bullying and discrimination, including racism and homophobia. The school has an anti-bullying charter and uses SHARP.</p> <p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>Citizenship Day:</b> a 'pupil takeover' day focusing on what 'British Values' are. Themes also include discrimination, prejudice and stereotypes. This included homophobia, racism, sexism, forced</p>	<p>Memorial Day, Black History Month.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Anti-bullying:</b> there are rigorous systems in place for monitoring bullying and discrimination, including racism and homophobia. The school has an anti-bullying charter and uses SHARP.</p> <p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>Citizenship Day:</b> Prevent extremism and radicalisation, workshop</p>
--	--	--	---	---	--

<p>other cultures and ways of life and embrace sociocultural and economic differences and contexts.</p> <p><b>Music:</b> Pupils are given the opportunity to learn about the key features of Reggae through listening, watching, performing and composing.</p> <p><b>RE:</b> What does it mean to be a Muslim? Beliefs, worship, prayer, charity / wealth, compassion and kindness, Life journey (Hajj). The life, work and achievements of Nelson Mandela. Judaism history, Moses' life and work, worship and celebrations. Jesus as a role model. How am I special? Five K's &amp; identity through marriage, Christian &amp; Hindu marriage. Peoples' beliefs, Theism, Atheism, Agnosticism, Science</p> <p><b>Learning Support Centre:</b> mentors provide mentoring in response to</p>	<p><b>Geography:</b> Population &amp; settlement CA. Pupils writing an essay regarding population &amp; settlement issues within the UK and globally.</p> <p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways of life and embrace sociocultural and economic differences and contexts.</p> <p><b>RE:</b> death and beyond, Belief and non-belief in life after death, Death in Christianity, Hinduism and Islam. Prejudice and discrimination, Evaluate the significance of Martin Luther King &amp; The civil rights movement. Nelson Mandela. Diversity and Christianity, Places of worship in the community, Denominations, church buildings, practices, Good Samaritan. The Art of Peace- Introduction of Buddhism, Beliefs and practices, Dalai Lama, prayer flags, festivals. Parables of Jesus.</p>	<p><b>Geography:</b> poverty; pupils learn the definition of poverty and people's experience of it worldwide.</p> <p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways of life and embrace sociocultural and economic differences and contexts.</p> <p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways of life and embrace sociocultural and economic differences and contexts.</p> <p><b>Music:</b> Pupils are given the opportunity to learn about the key features of Blues through listening, watching, performing and composing.</p> <p><b>Learning Support Centre:</b> mentors provide mentoring in response to incidents of bullying, discrimination and conflict.</p>	<p>radicalisation, workshop delivered by Counter Terrorism Unit</p> <p><b>Drama:</b> Students explore the topic of 'homelessness' through the unit one controlled assessment. This involves looking at ideas and issues around homelessness and exploring what it might be like to live in this situation.</p> <p><b>ICT:</b> Operating online – www, Identification and authentication, online accounts, personal spaces, profiling (public and private), data protection.</p> <p><b>Media Studies:</b> Magazine projects, looking at the representation of different groups. Responding to stereotypes and countertypes. Making social action films linked with University of Birmingham on ethical issues.</p>	<p>marriage and domestic violence.</p> <p><b>Drama:</b> Students explore the topic of 'homelessness' through the unit one controlled assessment. This involves looking at ideas and issues around homelessness and exploring what it might be like to live in this situation.</p> <p><b>Geography:</b> Similarities &amp; differences between Birmingham &amp; Mumbai. Understanding the links between the two locations along with the past cultural links. Controversy surrounding immigration. Controversy surrounding Nokia and the mining of resources.</p> <p><b>ICT:</b> Operating online – www, Identification and authentication, online accounts, personal spaces, profiling (public and private), data protection.</p>	<p>delivered by Counter Terrorism Unit</p> <p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways of life and embrace sociocultural and economic differences and contexts.</p> <p><b>English:</b> pupils explore British values in the 1970s through a study of Equus.</p> <p><b>Psychology:</b> a study of social media, gaming and the impact on individuals and society.</p> <p><b>PSHEe/SEAL:</b> form activity undertaken on identity and diversity.</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g.</p>
---	--	---	---	---	--

incidents of bullying,  
discrimination and conflict.

Nepal Earthquake fund.

<p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, Geography and History departments, e.g. Paris, Kingswood, London.</p> <p><b>Citizenship day:</b> Paths+ folder lesson plans on managing feelings, respecting cultures, addressing personal goals and ambitions</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p> <p><b>Pastoral team:</b> a comprehensive pastoral</p>	<p>Environment: Christian creation story, Stewardship in Islam &amp; Christianity. Festival of Sukkot in relation to environment concerns.</p> <p><b>Learning Support Centre:</b> mentors provide mentoring in response to incidents of bullying, discrimination and conflict.</p> <p><b>Citizenship day:</b> exploring the concept of multiculturalism, diversity and discrimination.</p> <p><b>Geography:</b> Producing a booklet about the River Ganges. Understanding the religious significance of the River Ganges to Hindus.</p> <p><b>History:</b> pupils explore the history of slavery. This includes the moral and ethical issues involved in slavery, including contemporary issues.</p> <p><b>PSHEe/SEAL:</b> pupils explore themes including rights and responsibilities.</p>	<p><b>Science:</b> Evolution; theories on the origin of life, including conflicting views.</p> <p><b>History:</b> pupils investigate the causes and events of the Holocaust applying their understanding to contemporary events.</p> <p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, Geography and History departments, e.g. Paris, Kingswood, London.</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p>	<p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways of life and embrace sociocultural and economic differences and contexts.</p> <p><b>RE:</b> Religion and Community Cohesion; changing attitudes, Homosexuality, Divorce, Contraception, Gender equality, UK as a Multiethnic / faith society, Community Cohesion, Racial harmony, Religious pluralism and the role of the Media.</p> <p><b>Citizenship Day:</b> theme of day included discrimination, prejudice and stereotypes with a focus on LGBT and homophobia. Pupils also explored the moral issues surrounding social media.</p> <p><b>Learning Support Centre:</b> mentors provide mentoring in response to incidents of bullying,</p>	<p><b>Modern Foreign Languages:</b> Pupils are encouraged to reflect on other cultures and ways of life and embrace sociocultural and economic differences and contexts. Pupils learn about ethical issues affecting the world from a range of viewpoints, and how we can combat them on an individual, national and international level.</p> <p><b>PSHEe/SEAL:</b> pupils explore themes including self-esteem and body image.</p> <p><b>RE:</b> Community &amp; Tradition. Belief in Prophets, authority of holy books, the importance &amp; effects of the community, the role of places of worship for local community, differences between communities, the role &amp; importance of groups and movements in British society. Beliefs &amp; Values; the meaning &amp; Importance of major sins, creativity, mercy &amp;</p>	<p>The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p> <p><b>Pastoral team:</b> a comprehensive pastoral team provides outstanding care, guidance and support for all pupils.</p>
--	---	--	--	--	--

<p>team provides outstanding care, guidance and support for all pupils.</p>	<p>They also learn about religious festivals, including Diwali.</p> <p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, Geography and History departments, e.g. Paris, Kingswood, London.</p> <p><b>Charitable activities:</b> pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.</p>	<p><b>Pastoral team:</b> a comprehensive pastoral team provides outstanding care, guidance and support for all pupils.</p> 	<p>discrimination and conflict.</p> <p><b>City Year:</b> pupils provided their peers with information raising awareness of problems associated with bullying and sold anti-bullying badges too.</p> <p><b>English:</b> Looking at freedoms in America and analysing if characters had individual liberty. Exploring ways to develop mutual respect and tolerance through analysis of a society that doesn't.</p> <p><b>National &amp; International Residential Visits:</b> organised by Drama, MFL, Geography and History departments, e.g. Paris, Kingswood, London.</p> <p><b>Skill Force:</b> programme to develop the young person's character,</p>	<p>compassion of God. Teachings of holy books &amp; belief in life after death. Worship &amp; Celebration, Living the Muslim and Christian Life - Putting belief into practice, places of worship, festivals.</p> <p><b>Learning Support Centre:</b> mentors provide mentoring in response to incidents of bullying, discrimination and conflict.</p> <p><b>Modern Foreign Languages:</b> Modern Foreign Languages: pupils learn about the culture of the language they learn, (Spain or France) Discussing volunteering and types of global homelessness, racism, terrorism and how to help.</p> <p><b>Science:</b> pupils explore a range of ethical issues, including</p>	
---	---	---	--	--	--

			resilience and selfesteem. At the end of that journey, the young people are more employable, have greater	cloning and stem cell research.  <b>Skill Force:</b> programme to develop the young person's character,	
--	--	--	---	---	--





awareness of their own skills, and are ready to take the next step in their lives.

**Charitable activities:** pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.

**Pastoral team:** a comprehensive pastoral team provides outstanding care, guidance and support for all pupils.

**Skill Force Prince's Award:** pupils complete projects using leadership,

resilience and self-esteem. At the end of that journey, the young people are more employable, have greater awareness of their own skills, and are ready to take the next step in their lives.

**Charitable activities:** pupils regularly raise funds for a variety of charities. This includes significant charities, e.g. Comic Relief, Children in Need, and charities nominated by pupils and year groups. Funds are also raised in response to significant appeals, e.g. Nepal Earthquake fund. The school's rewards system allows pupils to redeem merits achieved for the Acorns Children's Hospice, and each House has a nominated charity.

**Pastoral team:** a comprehensive pastoral team provides outstanding care, guidance and support for all pupils.



			collaborative and research skills with		
--	--	--	---	--	--




			instructors from Skill Force	<b>Skill Force Prince's Award:</b> pupils complete projects using leadership, collaborative and research skills with instructors from Skill Force	
--	--	--	------------------------------	---	--

## The rule of law

Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
--------	--------	--------	---------	---------	------------

<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices. This involves extensive collaborative work with West Midlands Police.</p> <p><b>Assemblies:</b> all assemblies provide opportunities to engage pupils with the legal system, including crime. This may involve external</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices. This involves extensive collaborative work with West Midlands Police.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices. This involves extensive collaborative work with West Midlands Police.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices. This involves extensive collaborative work with West Midlands Police.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General Election 2015, Holocaust</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices. This involves extensive collaborative work with West Midlands Police.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational</p>	<p><b>Behaviour for Learning Policy:</b> moral concepts and values are at the core of our school's behaviour policies and practices. This involves extensive collaborative work with West Midlands Police.</p> <p><b>Assemblies:</b> all assemblies provide opportunities for preparing pupils for life in modern Britain, e.g. Pathways, Aspirational assemblies, General</p>
--	--	--	---	--	--

<p>agencies such as West Midlands Police.</p> <p><b>Citizenship Day:</b> Paths + Folder- lesson plans on discrimination, stereotyping.</p> <p><b>Geography:</b> carbon footprint and our impact on the environment, including measures to respond to this.</p> <p><b>History:</b> the Peasant's Revolt and the history of protest and rebellion.</p> <p><b>History:</b> the Magna Carta – the development of law and due process.</p> <p><b>Science:</b> pupils learn about the impact of burning fossil fuels nonrenewable resources and conservation of mass. Effects of smoking. Sex education: Puberty, Reproductive systems , Fertilisation, Fertility treatments,</p>	<p>Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>Science:</b> pupils research, discuss and debate a number of ethical issues relating to science, including quarrying, global warming, deforestation, climate change. Pupils learn about the effects of smoking and alcohol. Laws for smoking/alcohol, recreational drugs and addiction.</p> <p><b>PSHEe/SEAL:</b> pupils learn about social, and emotional aspects of learning during PSHEe and form time ] including rights and responsibilities, cyberbullying..</p> <p><b>Anti-bullying:</b> there are rigorous systems in place for monitoring bullying and discrimination, including racism and homophobia. The</p>	<p>Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>Citizenship Day:</b> Prevent extremism and radicalisation, workshop delivered by Counter Terrorism Unit</p>	<p>Memorial Day, Black History Month.</p> <p><b>Citizenship Day:</b> Prevent extremism and radicalisation, workshop delivered by Counter Terrorism Unit</p> <p><b>ICT:</b> Operating online – www, Identification and authentication, online accounts, personal spaces, profiling (public and private), data protection.</p> <p><b>Law:</b> EU law, pupils look at and explain the historic context of EU law using cases, differences between Treaties, Regulations, Directives and Decisions. Judicial Precedent; Students explain the role of the judiciary in developing and creating law through precedent and Acts of Parliament. Why we have laws. Pupils learn about a democracy and what the expectations are</p>	<p>assemblies, General Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>Citizenship Day:</b> a 'pupil takeover' day focusing on what 'British Values' are. Themes also include discrimination, prejudice and stereotypes. This included homophobia, racism and sexism.</p> <p><b>ICT:</b> Operating online – www, Identification and authentication, online accounts, personal spaces, profiling (public and private), data protection.</p> <p><b>BTEC Sport:</b> pupils focus on moral and ethical issues facing sportsmen and sport in general. They also consider the role of law in sport.</p> <p><b>Anti-bullying:</b> there are rigorous systems in place for</p>	<p>Election 2015, Holocaust Memorial Day, Black History Month.</p> <p><b>Citizenship Day:</b> Prevent extremism and radicalisation, workshop delivered by Counter Terrorism Unit</p> <p><b>Law:</b> Joint Enterprise - the advantages and disadvantages of joint enterprise. Pupils research the point of law and mount a classroom debate using previous cases and news stories to argue for and against the law of joint enterprise. Age of criminality, examining the Jamie Bulger case. Pupils participate in a mock magistrate's trial.</p> <p><b>BTEC Sport:</b> pupils focus on moral and ethical issues facing sportsmen and sport in general. They also</p>
---	---	--	--	--	--

<p>Pregnancy, contraception.</p> <p><b>Anti-bullying:</b> there are rigorous systems in place</p>	<p>school has an anti-bullying charter and uses SHARP.</p>	 <p><b>Citizenship Day:</b> theme of day on human rights, the law and criminal justice system. City Year mentors focused on the role of the police.</p> <p><b>Geography:</b> Changes in the world; effects of earthquakes and Tsunami on peoples in the world. How other countries respond with Aid. Development issues facing countries.</p> <p><b>Anti-bullying:</b> there are rigorous systems in place for monitoring bullying and discrimination, including racism and homophobia. The school has an anti-bullying charter and uses SHARP.</p>	<p>for its citizens within the law. Sentencing. Police powers. Civil vs. criminal.</p>	<p>monitoring bullying and discrimination, including racism and homophobia. The school</p>	<p>consider the role of law in sport.</p> <p><b>Health and Social Care:</b> pupils are required to</p>
---	--	--	--	--	--

<p>for monitoring bullying and discrimination, including racism and homophobia. The school has an anti-bullying charter and uses SHARP.</p> <p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>	<p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>	<p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p>	<p><b>BTEC Sport:</b> pupils focus on moral and ethical issues facing sportsmen and sport in general. They also consider the role of law in sport.</p> <p><b>Psychology:</b> crime, criminals, psychology and the law.</p> <p><b>RE:</b> Religion and Community Cohesion; changing attitudes, Homosexuality, Divorce, Contraception, Gender equality, UK as a Multiethnic / faith society, Community Cohesion, Racial harmony, Religious pluralism and the role of the Media.</p> <p><b>Business studies:</b> pupils learn about employment law and the world of work.</p> <p><b>Science:</b> Ecology, changing environment and human impact on the Earth</p>	<p>has an anti-bullying charter and uses SHARP.</p> <p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.</p> <p><b>SMSC Newsletter:</b> issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.</p> <p><b>Skill Force Prince's Award:</b> pupils complete projects using leadership, collaborative and research skills with instructors from Skill Force</p>	<p>review and outline a number of pieces of legislation and explain how they promote anti discriminatory practices. They also have to explain how these legislations have influenced health and social care settings.</p> <p><b>Media Studies:</b> the law and the media, including the internet and social media.</p> <p><b>PSHEe/SEAL:</b> pupils learn about social, and emotional aspects of learning during PSHEe and form time including an activity on the internet, copyright, piracy and the law.</p> <p><b>Anti-bullying:</b> there are rigorous systems in place for monitoring bullying and discrimination, including racism and homophobia. The school has an anti-bullying charter and uses SHARP.</p>
--	--	--	---	---	--

			<p><b>Anti-bullying:</b> there are rigorous systems in place for monitoring bullying</p>		<p><b>Safeguarding:</b> provision for safeguarding the safety of all pupils is</p>
--	--	--	--	--	--



and discrimination, including racism and homophobia. The school has an anti-bullying charter and uses SHARP.

**Safeguarding:** provision for safeguarding the safety of all pupils is outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.

**SMSC Newsletter:** issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.

**Skill Force Prince's Award:** pupils complete projects using leadership, collaborative and research skills with instructors from Skill Force

outstanding. This includes training on issues such as extremism and radicalisation, FGM and homophobia.

**SMSC Newsletter:** issued every week including social, moral, spiritual and cultural focus for consideration by pupils and form groups.