



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

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Local Governing Body will review the policy, unless there are significant changes in the interim period.

Version:	2.0
Date created:	May 2021
Author:	Principal
Ratified by:	
Date ratified:	01/06/2021
Review date:	January 2025

Revision History:

Version:	Date:	Author:	Summary of Changes:
1	May 2021	R Hindocha	
2.	October 22, 2023	R Hindocha	Updated to reflect third year of opening.

At Brook Mead Academy our aim is to equip every pupil with the knowledge, dispositions and attributes necessary for success in later life. A key aspect of this is the promotion of pupils' spiritual, moral, social and cultural (SMSC) development which provides a vital foundation for life. Spiritual, moral, social and cultural development is an integral part of both the taught curriculum and enrichment opportunities at Brook Mead Academy.

Our planned, coherent approach to the delivery of SMSC includes:

- Providing opportunities for the development of SMSC in every subject in a meaningful way. Each subject team has considered how their schemes of work promote SMSC throughout the planned curriculum and beyond.
- SMSC forms an integral part of the tutor and assembly programme, particularly the strand, *Developing a Better You* which introduces scholars to key ideas in the stoic tradition.
- Emphasis on the vital importance of enrichment through our Brook Mead Bonus Time electives programme.
- Teaching that encourages participation, creativity, reflection and independence.
- Quality assessment and feedback that places value on pupils' effort.
- Opportunities to develop teamwork, leadership skills and resilience.
- Opportunities for pupils to participate in a range of linguistic, artistic, cultural, sporting, dramatic, musical, mathematical, scientific and technological events that promote aspects of spiritual, moral, social and cultural growth.
- Opportunities for reflection across the curriculum, in writing and paired discussion work.
- A range of opportunities for pupils to be involved in active citizenship.
- Preparing pupils to live and work in a diverse society, to understand and value the cultures, faith and backgrounds of others.

Roles and responsibilities of school leaders and Academy Councillors

School leaders, staff and Academy Councillors ensure spiritual, moral, social and cultural is at the heart of the school, so that pupils' spiritual, moral, social and cultural development is closely connected to the ethos and values of the school. They uphold this policy and consider the ways in which different aspects come together to provide a holistic approach to the spiritual, moral, social and cultural development of all pupils. Staff have a common understanding that at BMA, spiritual, moral, social and cultural development permeates the entire curriculum. It is the responsibility of all staff to ensure we provide an engaging and thought-provoking spiritual, moral, social and cultural curriculum.

Defining Spiritual, Moral, Social and Cultural Development

Spiritual Development

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.
- Development of self-esteem, self-knowledge and belief in themselves.
- Ability and freedom to express themselves in a variety of ways.

Building a better you	<p>Scholars learn about the ancient Stoic philosophy, reflecting upon the four cardinal virtues of Courage, Justice, Temperance, and Wisdom and how they can develop them in everyday life to build their character.</p> <p>Scholars attend weekly thought-provoking assemblies on a range of themes to develop their social, moral, spiritual, and cultural awareness and to instil the British values.</p>
------------------------------	--

Moral Development

Pupils' moral development is shown by their:

- Ability to recognise the difference between right and wrong, their readiness to apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Broad general knowledge of, and respect for, public institutions and services in England.
- Understanding of the consequences of their actions.
- Interest in investigating, and offering reasoned views about, moral and ethical issues, and being able to appreciate the viewpoints of others on these issues.

Social Development

Pupils' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural Development

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continue to develop Britain.
- Willingness to participate in, and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Curriculum

We deliver a challenging, academic, rich curriculum, with all subjects contributing to spiritual, moral, social and cultural development.

See Appendix A, SMSC Curriculum Mapping

At Brook Mead Academy, the curriculum provides:

- **Depth:** so that pupils gain powerful knowledge, remember this, then apply with fluency in a range of contexts.
- **Breadth:** so that, building upon foundational knowledge, pupils encounter a wide range of hinterland knowledge and benefit from the full range of subjects for as long as possible.
- **Skills and Character development:** so that pupils leave with the learning dispositions and character traits necessary for success in life.

Religious Education

At Brook Mead Academy, religious education is taught as a discrete subject for one lesson per week. During Key Stage 3, pupils' knowledge and understanding of the religions and beliefs in contemporary society and the significance of religion in the life of others are explored. At Key Stage 4 all pupils will study RE to GCSE.

See Appendix B, RE Curriculum Map.

PSHCE

Personal, social, health, citizenship and economic (PSHCE) education at Brook Mead Academy is a key part of our curriculum offer. At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have developed at primary school. We acknowledge the changes our pupils are experiencing, teach our pupils to manage diverse relationships and the increasing influences of peers and the digital media and how to make a full and active contribution to society. At Key Stage 4, pupils extend their knowledge and skills for key areas of life in modern Britain.

Our PSHCE curriculum is centred around three main themes: health and wellbeing, relationships and living in the wider world. These themes are addressed vertically throughout Key Stages 3 and 4, with topics and content we have decided to be appropriate for the age of our pupils. Our PSHE curriculum also reflects local priorities for our pupils and community.

See Appendix C, PSHCE Curriculum Map.

Positive Behaviour for Learning

High standards of behaviour, self-discipline, self-control and personal responsibility are expected of all adults by society in general. At Brook Mead Academy, we prepare pupils for a successful life in the wider society by supporting them in developing respect and consideration for others.

Reading and Literature

We aim to systematically cultivate in our pupils the habit of reading, to develop pupils' confidence in reading, and to ensure that they acquire a love of reading that will last a lifetime. We will develop a Brook Mead canon of key texts which are rich, challenging and global in perspective for our pupils to read and enjoy. In Key Stage 3, reading for pleasure is integrated into the English curriculum.

Ensuring that pupils have access to a wide range of challenging and engaging books and other reading materials is a priority. The library stocks a diverse range of fiction and non-fiction texts and is seen as the heart of the school. All adults in the school are seen as readers and teachers of reading. The library is led by a qualified librarian.

Pupil Leadership

We have a wide range of opportunities for pupils to actively develop their leadership skills. In addition to planned opportunities for pupils to demonstrate and develop leadership skills in lessons, there are numerous opportunities outside of the formal curriculum. These opportunities also ensure the pupils have a voice in shaping their provision. This includes pupils taking on the role of:

- Scholar MPs
- Pupil Ambassadors.
- Inducting new pupils.

- Sports team leaders.
- Library Ambassadors
- Academy Open Evenings and events guides/leaders.
- Pupil panel members in the staff recruitment process

Tutor Time and Assemblies:

Tutor time contributes significantly to scholars’ personal development so that they are poised to lead fulfilling lives and make a positive contribution to society. It plays a crucial role in supporting pupils to develop habits of mind, learning dispositions and positive character traits. The tutor time programme has three elements which contribute to the all-round development of our scholars:



Purpose of tutor time
How does it contribute to personal development?

The tutor time programme consists of three core personal development strands:

A	Building a better you
B	Building better readers
C	Building better futures

Assemblies are used to reinforce school ethos and values. Assembly themes are calendared to ensure an appropriate range of spiritual, moral, social and cultural themes are covered during the year. Pupil-led assemblies are also built into the assembly cycle, providing pupils with leadership responsibility and the opportunity to explore topics and issues they find of interest and relevance. The assembly calendar demonstrates the celebrating of different religious festivals.

See Appendix D, Assembly Calendar

Cultural Activities

At Brook Mead Academy we aim to expose pupils to a wide range of cultural activities. Pupils are encouraged to participate in cultural activities on a regular basis, both in lessons and in enrichment activities. This is facilitated by our extended school day and universal uptake of six electives a year as part of Brook Bonus Time.

Enrichment and Brook Mead Bonus Time

The provision of a stimulating, rich and varied extra-curricular programme of activities that builds on and extends the taught curriculum, broadens pupils’ educational opportunities and expands their horizons is central to spiritual, moral, social and cultural development. Involvement in enrichment activities can improve pupils’ attitude to school, increase pupils’ engagement with learning and improve educational outcomes. This is seen through the Brook Mead Bonus Time programme and subject specific enrichments.

Brook Bonus Time

Cricket Ancient Greek Shadowing **Chess**
Table Tennis **Hockey** Mindfulness
Greek Myth Science Club **Debate Club**
Dissectology **Keyboard Club** Girls Netball
Calligraphy Carnegie Medal
Games Compendium



The wide range of enrichment activities offered also include education visits. They include cultural visits to galleries and museums, heritage sites, theatre and concert performances, adventure activities, educational conferences, and subject-related trips and competitions.

Our *Speak Like a Scholar* strategy will allow pupils with the opportunity to learn how to argue and defend points of view, as seen in the Debating Society and tutor programme. Mock elections are also held to elect our Scholar MP's.

Poetry of by Heart

Our **Poetry of by Heart** initiative will allow all pupils to commit to memory the diverse 'Brook Canon' of poems and speeches over their time at school. The aim of **Poetry of by Heart** is to inspire confidence, resilience and belonging; it will also develop the cultural capital and emotional wellbeing of our pupils by ensuring that they have a treasure trove of poems and speeches learnt off by heart.

I wandered lonely as a cloud
That floats on high o'er **vales** and hills,
When all at once I saw a crowd,
A **host**, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.



vales
host
fluttering

a valley
a large number
moving in light motion

Broadening Horizons

We actively seek opportunities for our pupils to respect and understand the importance of public institutions and services in a modern, democratic society. Educational visits and work experience are key aspects of our offer in broadening the horizons of pupils in this way.

Active Citizenship

Fund-raising is an important aspect of our practice at Brook Mead Academy, and is part of the Brook Best Pledge of 'Be Kind'. It plays a vital role in raising pupils' awareness of people and communities who are less fortunate than themselves.

Praise and Recognition

At Brook Mead Academy praise and recognition plays an important role in encouraging pupils to develop a growth mindset and increases motivation, self-esteem and aspiration. Our range of awards recognises and celebrates pupils' SMSC (see Rewards Policy).

Appendix A – SMSC Curriculum Mapping

The following will be discussed and mapped once subject leaders are in post.

Subject	Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. We promote spiritual development by ...	Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. We promote moral development by...	Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance We promote social development by...	We promote cultural development by..... Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.
Art	<p>Studying different artists both contemporary and traditional and appreciating their views.</p> <p>Being able to express feelings about different themes and use art mediums to articulate awe and wonder about our world.</p> <p>Respecting and understanding why an artist makes work be it spiritual, religious or as a response to the world climate at the time – how do these influences inspire and change an artist's work.</p>	<p>Studying great masters as well as contemporary artists, we look at how one influences and inspires the other. Issues such as war and poverty are explained and scholars understand how these issues can affect the way an artist works.</p> <p>Exploring how artists comment on society through their work. For example Van Gogh had a non –elite attitude to subject matter and that patronage influenced much of art prior to 20th century.</p> <p>Year 9 study pop art which includes the understanding of elitism and high and low culture. Scholars learn how pop art made high culture accessible to the working classes.</p>	<p>Collaborating to create pieces of work.</p> <p>Respecting each other's ideas and opinions when talking about pieces of art and design including the work of others in the class.</p> <p>Recognising the need to consider the views of others – turn and talk, discussion of paintings and the right to form an opinion whether that be different to a friend or not.</p> <p>Developing collaborative, cooperative and team working skills to produce pieces of art.</p>	<p>Reflecting on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts.</p> <p>Exploring a range of artists and movements from around the world including the anti-racist de-colonisation of the art curriculum (informed by NSEAD.)</p>

<p>Computer Science</p>	<p>Working with others when learning about the different parts of the computer.</p> <p>Learning about contributors of technology and computing from a range of different backgrounds so that scholars are able to recognise contributions from a range of people.</p> <p>Looking at case studies regarding using computers and latest news stories to reflect on their own thoughts and feelings and how they interact with technology</p>	<p>Considering ethical and environmental considerations and their impact.</p> <p>Discussing the impact of Cyber Threats and Cyber Espionage.</p> <p>Through looking at different case studies of real life events that relate to use of technology for the greater good and for criminal purposes.</p> <p>Look closely at the aspects of being digital citizens and how that impacts their lives and making good choices when using technology. Scholars look deeper into how technology has impacted decisions on how we live our lives and how people abuse technology. Learn about GDPR, Social Media Ethics, DPA, FOI, CCL, Copyright laws and it relates to the use of technology.</p> <p>Learning about Cyber Security and how to keep networks safe and secure. The different types of hacking. Real life examples of grooming, phishing, hacking, identity theft and other aspects of cybercrime.</p>	<p>Using problem solving skills and teamwork.</p> <p>Through creative thinking, discussion, explaining and presenting ideas and developing logical reasoning skills.</p> <p>Through communicating with others and explaining concepts to each other.</p> <p>Scholars work together during paired programming, as well as during classroom discussion. Scholars learn about the various aspects of Law that relate to the use of computing and technology.</p> <p>Scholars work together through several extra-curricular activities that are offered such as Code Club, Digital Literacy club, Cyber Explorers.</p> <p>Problem solving skills and teamwork are essential to Computer Science lessons.</p> <p>Through creative thinking, discussion, explaining and presenting ideas, scholars are always encouraged to develop their logical reasoning skills, communicating with others, and explaining concepts to each other.</p>	<p>Learn about the different contributors to computing and technology and their impact. Alongside this, scholars learn about how computer science is used differently in parts of the world in relation to censorship and data protection.</p>
<p>Music</p>	<p>Exploring various forms of music (including religious music).</p> <p>Investigating the role of sacred vocal music in the development of music over time.</p> <p>Musical performances that allow creativity and</p>	<p>By exploring the legalities of music production, copyright, MCPS and the support musicians can receive from bodies like the PRS.</p>	<p>Performing in lessons.</p> <p>By having the opportunity to work in a large collaborative groups and recognising the rules of working as such.</p> <p>Participating in shows and respecting each other and their audience.</p> <p>Going out into the community to perform e.g.</p>	<p>Listening to and exploring the music of different countries and cultures, eg samba, reggae, European classical music.</p>

	imagination to be put in to compositions.		the choir visiting local primary schools.	
English	<p>Studying Greek mythology and exploring the concept of polytheism.</p> <p>Learning about the British Christian religious and social context of classic writers such as Dickens and Shakespeare.</p> <p>Pausing at key moments in a text to evaluate its effect on us as readers.</p> <p>Reading about characters and authors with different religions and how this affects their beliefs and writing e.g. Amal is an observant Muslim in <i>Punching the Air</i>, Shylock and Fagin are Jewish characters in <i>Oliver Twist</i> and the <i>Merchant of Venice</i>, and William Blake's portrayal of Christianity in his poetry.</p> <p>Teaching of short story structures and reading a variety of short stories, in order to foster creativity based on prompts such as images and titles of potential stories.</p>	<p>Discussing morality and ethics in texts for example in <i>Oliver Twist</i>, <i>Julius Caesar</i>, <i>The Tempest</i>, <i>The Merchant of Venice</i>.</p> <p>Evaluating the choices characters make and authorial intentions and other possibilities.</p> <p>Incorporating relevant Safeguarding topics where appropriate e.g. Abusive relationships and grooming in <i>Oliver Twist</i>; abuse of power and slavery in <i>The Tempest</i>; mental health and feelings of isolation in <i>The Girl Who Became a Tree</i>; neglect and child abuse and the care system in <i>My Name Is Leon</i>.</p> <p>Teaching of key vocabulary to empower scholars to name and recognise injustice e.g. <i>usurp</i>, <i>neglect</i>, <i>treason</i>, <i>corruption</i>.</p> <p>Writing responses to questions in texts about key issues of character behaviour, and practising finding evidence to back up a point of view in a valid and informed manner.</p>	<p>Attending Debate club and in-class debates about characters e.g. <i>How is Bill Sikes presented as a villain?</i></p> <p>Shared reading and talking about texts in full sentences and in scholarly language.</p> <p>Fostering a community of readers through weekly Reading for Pleasure lessons.</p> <p>Termly library lessons to encourage regular library use and literary challenge outside of the curriculum.</p> <p>Writing in persuasive texts on a variety of current topics and ethical questions e.g. Are creative and active subjects of less value in the curriculum?</p>	<p>Studying a range of texts from different time periods and origins and perspectives, from Shakespeare to the C20th.</p> <p>Reflecting on the way social structure changes over time, e.g. difference in attitudes to children from <i>Oliver Twist</i> to <i>The Girl Who Became A Tree</i> and the right to free education.</p> <p>Promoting literary appreciation and analyses using appropriate academic vocabulary.</p> <p>Ensuring our scholars develop their cultural capital through exposure to texts that form the British literary canon.</p> <p>Acknowledging and explicitly teaching about the heritage of different characters from diverse places, e.g. Ade in <i>The Boy in the Tower</i> is from Nigeria, Leon in <i>My Name Is Leon</i> is of mixed race and West Indian heritage, Amal in <i>Punching the Air</i> is a Muslim African American.</p>
Latin	<p>Exploring Roman religious festivals such as Saturnalia and comparing them to modern religious festivals.</p> <p>Considering how life was different for people living in the Roman Empire compared to now.</p>	<p>Discussion of the system of slavery and understanding the differences between ancient and modern slavery.</p> <p>Learning the origin of key scholarly vocabulary and derivations</p>	<p>Encouraging students to consider the views of different groups of people across the Roman Empire, e.g. enslaved people, women.</p> <p>Regular discussion about social issues.</p>	<p>Learning how the Roman Empire was a diverse place.</p> <p>Appreciating how Latin links to multiple spoken languages today including those by our European students. Encouraging students to share similarities between Latin and their own languages.</p>
Geography	<p>Human Geography.</p> <p>Exploring diversity in population studies.</p> <p>Understanding the role of colonialism in affecting</p>	<p>Discussing the law and moral issues relating to behaviour, use of resources, renewable energy and response to modern day challenges</p>	<p>Discussing the law, specifically relating to environmental issues.</p> <p>Exploring ecosystems at a variety of scale.</p>	<p>Exploring diversity and encouraging students to reflect on the multicultural nature of Leicester.</p> <p>Studying a range of climates and countries.</p>

	<p>globalisation, language, religion, trade, culture etc.</p> <p>UK compared to varied and contrasting exemplar.</p> <p>Reflecting on the multicultural nature of Leicester.</p> <p>Developing the ability to be evaluative a range of different scenarios.</p>	<p>such as climate change, urban issues.</p> <p>Exploring Leicester, the UK and contrasting examples of human and physical geography.</p> <p>Considering the moral and ethical issues linked to management of the physical systems on earth – e.g. the evaluation of the construction of dams.</p> <p>Socio-economic and environmental opportunities and challenges.</p> <p>Considering the exclusion of protected characteristics (religion, gender, sexual orientation, ethnicity) from education or employment affecting a country's development.</p>	<p>Exploring personal responsibility and how our actions can have local and global ramifications.</p> <p>Encouraging students to recognise a range of diverse viewpoints about issues in the world around them.</p> <p>Visit from Severn Trent to talk about personal responsibility.</p>	<p>Considering the exclusion of protected characteristics (religion, gender, sexual orientation, ethnicity) from education or employment affecting a country's development.</p> <p>Celebrating roles of different groups in the response to human enhanced climate change – at different scales (local, national and international).</p>
History	<p>Examining the importance of Christian beliefs in English society.</p> <p>Examining the issues surrounding the decision by Henry VIII to implement the reformation, Mary's counter reformation, Elizabeth's Middle Way, treatment of Catholics after the gunpowder plot.</p>	<p>Debating right/wrong as well as the impact of actions on others.</p> <p>Exploring the moral and ethical issues surrounding the concept of empire and the treatment of people within the British empire.</p> <p>Reflecting on whether statues/memorials/street names which glorified empire should be removed/replaced in the C21st.</p> <p>Debating whether we should apologise for the past.</p> <p>Discussing the Holocaust and the treatment of Jews, Roma Sinti community, disabled, political opponents and gay people during Nazi rule.</p>	<p>Addressing the concept of diverse viewpoints through the historical skill of interpretation.</p> <p>Opportunities to discuss issues in class.</p>	<p>Exploring the creation of the current political union, how this came about, the significance of the flag, the change from the rule of absolute monarchs to a constitutional monarch and key turning points in this transition.</p> <p>Exploring the English Civil War and the Bill of Rights.</p> <p>Examining the role of the poppy in remembrance.</p> <p>Educating pupils about history and the development of our country and the world.</p> <p>Examining artefacts form civilisations for source interpretation.</p>

<p>Religious Education</p>	<p>Understanding how cultures have developed and studying topics such as:</p> <ul style="list-style-type: none"> -Prayer and Pilgrimage -Festivals -Future Planet -Science vs religion -Religious Leaders -Inspirational Leaders -Buddhism -Christianity -Non-Religious world views. -Family and Relationships -War and Conflict -Crime and Punishment -Religion and Life 	<p>Discussing how we treat the environment.</p> <p>Types of crime, examining punishment/ death penalty arguments.</p> <p>Considering sex before marriage, same sex relationships/families</p> <p>Discussing abortion/euthanasia arguments.</p> <p>Exploring just war theory and nuclear weapons.</p> <p>Discussing philosophical perspectives, for e.g. Utilitarianism. Natural Law</p>	<p>Analysing a range of world views, both religious and non-religious, for e.g Humanism.</p> <p>Having an acute focus on religion in 21st century – looking at real life experiences of religious believers in today’s world.</p> <p>Examining the criminal justice system/death penalty arguments.</p> <p>Discussing sex before marriage/ same sex relationships/families.</p> <p>Examining abortion /euthanasia arguments.</p>	<p>Discussing same sex relationships/families.</p> <p>Focusing on inspirational leaders who have had a huge impact on the world today, for e.g. Mahatma Gandhi/Aung San Suu Kyi.</p> <p>Discussing the powerful impact religion has had on people’s actions today and whether it unites or divides.</p> <p>Learning about a variety of people from different backgrounds who have had a great influence.</p>
<p>Maths</p>	<p>Delving deeper into the understanding of Mathematics and connecting how it relates to the world around.</p> <p>Examining the Fibonacci to gain a deeper understanding of patterns around us.</p> <p>Analysing data to make sense of and interpret vast amounts of data available in the modern world.</p> <p>By being sensitive to students’ individual needs and backgrounds and experience during lessons.</p>	<p>Spending time on Maths in real life contexts, applying and exploring the skills required to solve various problems.</p> <p>We discuss compound interest and debt and the risks thereof.</p> <p>We learn about debt and overdrafts, and the possible consequences of this.</p> <p>Being aware of sexist, stereotypical bias in materials/worksheets.</p> <p>Analysing real life data to encourage deeper understanding of the world around.</p> <p>Encouraging respect, rewarding good behaviour, valuing and listening to others’ views and opinions on problem solving.</p>	<p>Collaborating on certain problems and developing the social skills.</p> <p>Creative thinking, discussion, explaining and presenting ideas, students are always encouraged to develop their Mathematical reasoning skills.</p> <p>Developing an awareness of others and being respectful of their learning barriers.</p> <p>Discuss different attitudes towards compound interest from people of different religious backgrounds.</p> <p>Competing in team Maths competitions.</p> <p>Giving scholars the opportunity to discuss their solutions and ideas.</p>	<p>Appreciating mathematics, its language and symbols and realising that it developed from many different cultures around the world: e.g. Egyptian, Indian, Islamic, and Greek roots.</p> <p>Exploring other cultures’ approaches to maths, for example Chinese methods.</p>

MFL	<p>Describing what others think about us.</p> <p>Respecting each other's feelings when giving feedback on work.</p> <p>Learning about the cultural differences and similarities between Britain and the Francophone world.</p> <p>Encouraged to visit France or a French speaking country in the future.</p> <p>Learning about festivals and customs in France and French speaking countries.</p>	<p>Learning to recognise right and wrong through the school behaviour policy, and through the faculty behaviour system.</p> <p>Exploring school rules to reinforce what is acceptable and what is not acceptable.</p>	<p>Communicating via all 4 skills (speaking, listening, reading and writing).</p> <p>Developing their social skills with others.</p> <p>Understanding other people's opinions on a wide range of topic areas.</p>	<p>Having the opportunity to attend International Cinema Club to learn about French culture and discuss films.</p> <p>Having the opportunity to attend language BBTs to learn aspects of another language.</p> <p>Asking questions about teacher experiences in France to learn about France and French speaking countries.</p> <p>Experience French culture and language through a visiting theatre production.</p> <p>In the future, having the opportunity to visit France on a school residential.</p>
PE	<p>By developing deep thinking and questioning the way in which the body works.</p> <p>Analysing and seeking ways to improve performance.</p> <p>Expressing feelings and emotions through Dance</p> <p>Being inspired by national and international events – e.g. The World Cup, Olympics, etc.</p> <p>Developing team building skills and being motivated and be determined.</p> <p>Accepting and rising to challenges.</p>	<p>Understanding the rules of activities, and the reasons they are in place, as well as developing and deepening an acute sense of fair play.</p> <p>Officiating is included in our assessment framework whereby scholars are assessed on their ability to accurately officiate matches/scenarios.</p> <p>Understanding the impact of a healthy lifestyle.</p> <p>Learning about codes of conduct, rules, etiquette, fair play, unwritten rules and sportsmanship.</p> <p>Having opportunities to develop leadership skills and to officiate games to apply rules and regulations.</p> <p>Developing respect for others.</p> <p>Exploring role models in sport – discussing the influence (both positive and negative) famous people can have.</p>	<p>Having the opportunities to work collaboratively as part of a team, as well as reflect on feelings of determination and enjoyment.</p> <p>Using problem solving skills through creative thinking, discussion, performance of and explaining and presenting ideas whilst listening to and respecting others' thoughts and ideas.</p> <p>Scholars are taught key concepts through PE lessons, such as communication, teamwork, sportsmanship and resilience.</p> <p>Completing self and peer review</p> <p>Opportunities to</p> <ul style="list-style-type: none"> • Play as part of a team. • Participate in intra-school competitions. • Develop effective communication skills. • Have opportunities to participate in inter-school competitions. • Develop leadership skills. 	<p>Encouraging the learning of games and dances from different traditions.</p> <p>Exploring various sports from around the world and becoming more aware of how sport is part of every culture.</p> <p>Developing respect of musical diversity in Dance.</p> <p>Having opportunities to explore different cultures through Dance.</p> <p>Reflecting on diversity (or lack of) in sport.</p>

PSHCE	<p>Exploring an individual's identity in terms of sexuality and race/religion</p> <p>Emotional Literacy</p> <p>Discussing issues that can surround the discrimination of others for example homophobia and hate crime.</p> <p>Learning that people have different beliefs and identities and that an individual's right to choose is enshrined in law.</p> <p>Learning to discuss and value difference of opinion.</p> <p>Learning to be self-aware and examining skills and abilities alongside ambitions and aims.</p>	<p>Learning about laws around protection of the individual including laws around sexuality and race/religion.</p> <p>Learning about the age of responsibility (10) and discussing opinions about this.</p> <p>Understanding that there are consequences of breaking the law and that the punishments are decided by the judicial system.</p> <p>Having the opportunity to express and discuss opinions around race and sexuality.</p> <p>Discussing the impact of religion and culture on moral attitudes.</p> <p>Learning that we live within the laws of the UK whatever our personal religious or cultural views are.</p> <p>Learning about laws around the workplace including laws around part time work.</p> <p>Learning that laws are there to protect us.</p>	<p>Participating in work experience in year 10 and learning that skills such as communication, social awareness and resilience are vital in the workplace.</p> <p>Working with employers in interview situations and workshops to develop social skills.</p> <p>Learning that volunteering in the community not only helps others but helps social development.</p> <p>Learning to be tolerant of people who may hold different viewpoints.</p> <p>Learning that being able to air their views and question the views of others is a vital part of the democratic process.</p>	<p>Learning about the voting process through mock elections.</p> <p>Learning that our voting system is 'first past the post' and that different countries have different voting systems.</p> <p>Learning about laws around LGBTQ+ and race/religion and that Britain is a diverse community that is accepting of others and celebrates diversity.</p> <p>Learning that British culture is an amalgamation of influences from all over the world.</p> <p>Understanding our laws and the process of creating and adapting laws to protect the individual and wider society.</p> <p>Exploring that laws are not the same all over the world and that freedom of speech is an important human right.</p>
-------	--	---	--	--

<p>SCIENCE</p>	<p>Learning about a variety of viewpoints making educated choices as to what to believe in.</p> <p>Discussing topics with a spiritual context such as cells as basic building blocks of life and interdependence. drug testing, genetic modification and Biotechnology.</p> <p>Exploring the structure of the universe and how solar system compares in size to the universe.</p> <p>Discussing environmental industrial impact, Biodiversity and sustainability.</p>	<p>Considering “Should we test medicines for humans that could save lives on animals causing them cruelty?”</p> <p>Linking in current affairs with topics.</p> <p>Discussing issues such as the use of nanoparticles in cosmetics and the long-term effects of this.</p> <p>Examining moral topics such as</p> <ul style="list-style-type: none"> • Fertility drugs and treatments • Selective breeding • Genetic modification • Energy resources and climate change 	<p>Understanding a variety of viewpoints and expressing educated thoughts.</p> <p>Understanding the impact of how we live today and the impacts this will have on future generations.</p> <p>Understanding social responsibilities as a scientist.</p> <p>Discussing topics such as</p> <ul style="list-style-type: none"> • Development of atomic model • Renewable and non-renewable energy • Importance of diet and exercise • Use of mobile phones • Government’s role in regulations and legislation <p>Develop their social skills when completing practical’s</p>	<p>Understanding that scientific progress comes from all over the world.</p> <p>Understanding how the different cultures around the world different impacts on the planet and what impact more economically developed countries can have have on poorer areas.</p> <ul style="list-style-type: none"> • Discussing cultural context include Climate change – how different countries contribute. Culture collaboration periodic table • Crude oil importance • Salt production in different cultures • Contributors to air pollution / global warming • Importance of collaboration in Science
<p>Assemblies</p>	<p>Raising awareness of</p> <ul style="list-style-type: none"> • LGBTQ • British Values • Remembrance • Holocaust • Protected Characteristics • International Women's Day 	<p>Encouraging discussion of</p> <p>LGBTQ</p> <p>International Women's Day</p> <p>Holocaust</p> <p>Protected Characteristics</p>	<p>Examining the Holocaust</p>	<p>Highlighting issues of</p> <ul style="list-style-type: none"> • LGBTQ • British Values • Remembrance • Holocaust • Protected Characteristics <p>International Women's Day</p>

Appendix B – Religious Education Curriculum Map:

KS3 Curriculum Map – Religious Education



	Year 7	Year 8	Year 9
Cycle 1	<p>Big question: How are the Abrahamic faiths interlinked?</p> <ol style="list-style-type: none"> 1. What are the foundations of the Abrahamic faiths? 2. Who was Abraham? 3. From Judaism to Christianity 4. The start of Islam 5. How do these faiths overlap? 	<p>Big question: How are the Dharmic faiths interlinked?</p> <ol style="list-style-type: none"> 1. How did Hinduism begin? 2. What are the core teachings of Hinduism? 3. How did Buddhism begin? 4. What are the core teachings of Buddhism? 5. How did Sikhism begin? 6. What are the core teachings of Sikhism? 7. How do these faiths overlap? 	<p>Big question: How can we be inspired by inspirational religious people?</p> <ol style="list-style-type: none"> 1. Who is Malala Yousafzai? 2. How have her Islamic beliefs influenced her actions? 3. Who was Oscar Romero? <ol style="list-style-type: none"> a. How did his Christian beliefs influence his actions? 4. Who was Gandhi? <ol style="list-style-type: none"> a. How did his Hindu beliefs influence his actions?
Cycle 2	<p>Big question: What are the core beliefs of the Abrahamic faiths?</p> <ol style="list-style-type: none"> 1. How did we get here? 2. Why is symbolism important? 3. What makes something sacred? 4. Why is the Bible so important to Christians? 5. Codes of law in religion 6. Birth Rites 7. Why are festivals important in faith? 8. Death rites 9. What happens when we die? 	<p>Big question: What is the place of religion in the 21st Century?</p> <ol style="list-style-type: none"> 1. How does religion divide people? 2. How does religion unite people? 3. Case study: Humanism 4. What can we learn today from the parable of The Good Samaritan? 5. What can we learn today from the parable of The Sheep and The Goats? 6. What do religions teach about being stewards? 7. What do religions teach about having dominion? 8. Can science and religion ever agree? 9. Case study: Jehovah's Witnesses 10. Case study: Jainism 	<p>Big question: What is happening with religion in the wider world?</p> <p>All scholars will study these 2 key questions at the start of the unit of work:</p> <ol style="list-style-type: none"> 1. How religious is the UK? 2. How religious is Leicester? <p>The rest of this topic is centred around studying current issues within RE that are prevalent in the news. The topic is a 'live' topic that will be changed each year, depending on the religious news at the time.</p> <p>The academic year 2021-2022 have studied questions such as:</p> <ol style="list-style-type: none"> 1. How has the COVID-19 pandemic changed religious practice? 2. What is the religious plight of the Uighurs? 3. Should religious dress be a universal human right of its own?

KS3 Curriculum Map – Religious Education



Cycle 3	<p>Big question: How do we know what we know?</p> <ol style="list-style-type: none"> 1. What does it mean to be moral? 2. Am I an absolutist or a relativist? 3. What is Divine Command Theory and how can it be challenged? 4. What is deontological moral theory and how can it be challenged? 5. What is utilitarianism and how can it be challenged? 6. What is Natural Law and how can it be challenged? 	<p>Big question: How do experiences within faith, influence its believers?</p> <ol style="list-style-type: none"> 1. How do people experience God today? 2. What was the experience of Joseph within Judaism? 3. How are miracles experienced in Christianity? 4. What was so powerful about the experiences of Siddhartha Gautama? 5. What was the experience of the Night of Power in Islam? 	<p>Big question: How do we answer statements effectively in religious education?</p> <p>In this topic, scholars will be using their knowledge from previous topics to explore in depth how to put together an argument in RE. They will study 3 statements and write 3 answers to learn how to perfect their writing style.</p> <ol style="list-style-type: none"> 1. Statement 1 "Oscar Romero is the most inspirational religious person to have impacted the world" 2. Statement 2 "Miracles are the most important event for Christians" 3. Statement 3 "Religion divides people more than it unites people"
---------	--	--	--

Appendix C – PSHE Curriculum Map

Year 7	Year 8	Year 9
<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Responding to change (new school, organisation) • Looking after yourself (sleep, morning and evening routines for health and hygiene and managing work) • Emotional literacy • Positive relationships – new friends • Empathy • Mindfulness • Confidence and Personal strengths <p>Politics and Government in the UK</p> <ul style="list-style-type: none"> • Structure and role of our government • Democracy and the election process • Alternative political systems • Role of the monarchy <p>My rights and responsibilities in the UK</p> <ul style="list-style-type: none"> • Freedom of expression – free press, protest, pressure groups and the right to offend. <p>Health and Wellbeing (Puberty)</p> <ul style="list-style-type: none"> • Introduction to puberty • Exploring puberty • The brain during puberty • Personal hygiene • Menstrual Health and period products • Puberty and body image. <p>Relationships and Living in the wider world</p> <ul style="list-style-type: none"> • Positive relationships (friends, family, in school) • Introduction to consent – bullying and boundaries • Online risk and safety • Offline risk and physical safety (Smoking, drugs and alcohol, gambling) • Offline risk (Assertiveness practise) • How to respond to an emergency • Resilience 	<p>Money management in the UK</p> <ul style="list-style-type: none"> • Understanding pay cheques (systems, deductions for tax, national insurance, pensions) • Monthly/ weekly budgets (decision making exercise) (2 lessons) • Job seekers allowance and the welfare system • Debt with a bank or company – personal loan, overdraft, credit cards • Debt with the government Higher Education – student loans • Buying or financing a car • Buying or renting a house <p>Living in the wider world – Community and Cohesion</p> <ul style="list-style-type: none"> • Stereotypes – good or bad? • Myth busting stereotypes of British people. • Leicester in Britain (Census) • How does Leicester celebrate its diverse community. • Does Leicester have a cohesive community? • British values 	<p>Relationships: Healthy and unhealthy relationships</p> <ul style="list-style-type: none"> • Peer pressure. • Different families and healthy relationships • Harassment • Conflict resolution and managing relationship changes • Honour based violence • Domestic Abuse • FGM and Breast Ironing • Consent • Contraception • The facts and the risks of STIs • Fertility • Parenting • Parental Rights <p>Living in the Wider World</p> <ul style="list-style-type: none"> • Gang exploitation • Grooming and exploitation • Substance abuse • County lines • Pornography – what does the law say? • What to do if you see unsafe images <p>UK Law and the Criminal Justice System</p> <ul style="list-style-type: none"> • How laws are made • Knife crime and impact • Knife crime and impact • Age of criminal responsibility • The court system • The role of the police • Extremism and Radicalisation <p>Health</p> <ul style="list-style-type: none"> • Awareness and Prevention <p>Digital Literacy</p> <ul style="list-style-type: none"> • What’s Real? • Hooked on Media?

Appendix D - Assembly Calendar

Week Beginning	Theme	“Building a better you.” Link to Stoicism & the 4 cardinal virtues
28/08/2023	Welcome (back) to BMA + Building better futures.	“You have power over your mind – not outside events. Realize this, and you will find strength”, Marcus Aurelius
04/09/2023	Personal development – how do we build better futures? BBT & Careers.	Wisdom: “It is impossible for a man to learn what he thinks he already knows.”, Epictetus
11/09/2023	Keeping ourselves safe.	Temperance: “We should always be asking ourselves - is this something that is, or is not, in my control?”, Epictetus
18/09/2023	More on behaviour expectations and why we need them.	Justice: “Do the right thing, the rest doesn’t matter.”, Marcus Aurelius
25/09/2023	Why do our lessons work the way they do.	Wisdom: “No man was ever wise by chance.”, Seneca
02/10/2023	British Values.	Justice: “Do the right thing, the rest doesn’t matter.”, Marcus Aurelius
09/10/23	World Mental Health Day.	Courage: “Sometimes even to live is an act of courage.”, Seneca
Half term		
23/10/23	HoY Expectations and ambitions and attendance awards.	“You have power over your mind – not outside events. Realize this, and you will find strength”, Marcus Aurelius
30/10/23	Democracy and scholar parliament.	Temperance: “We should always be asking ourselves - is this something that is, or is not, in my control?”, Epictetus
6/11/23	Remembrance.	Justice: “It is a denial of justice not to stretch out a helping hand to the fallen; that is the common right of humanity.”, Seneca
13/11/23	Anti-bullying week.	Justice: “Do the right thing, the rest doesn’t matter.”, Marcus Aurelius
20/11/23	Understanding progress, reports, and scholarship grade.	Wisdom: “No man was ever wise by chance.”, Seneca
27/11/23	Launching Food Bank Appeal Scholar Parliament.	Justice: “It is a denial of justice not to stretch out a helping hand to the fallen; that is the common right of humanity.”, Seneca
04/12/2023	Overcoming adversity and seeking help.	Courage: “Courage is the knowledge of what to fear and what not to fear.”, Marcus Aurelius
11/12/2023	Celebration and rewards: The Brook Best Pledge.	Temperance: “Our own worth is measured by what we devote our energy to.”, Marcus Aurelius
18/12/23	The meaning of Christmas.	Justice: “It is a denial of justice not to stretch out a helping hand to the fallen; that is the common right of humanity.”, Seneca
Christmas Break		
08/01/2024	<i>No assembly: extended tutor time.</i>	
15/01/2024	HoY reset / attendance.	“You have power over your mind – not outside events. Realize this, and you will find strength”, Marcus Aurelius
22/01/2024	Our school poems.	Wisdom: “No man was ever wise by chance.”, Seneca
29/01/2024	Holocaust memorial.	Courage: “Sometimes even to live is an act of courage.”, Seneca
05/02/2024	Y7 Careers. Y8 National Apprenticeship Week (LEBC) Y9 National Apprenticeship week (Army)	Wisdom: “It is impossible for a man to learn what he thinks he already knows.”, Epictetus

12/02/2024	Online Safety (Safer Internet Day).	Temperance: "Our own worth is measured by what we devote our energy to.", Marcus Aurelius
Half term break		
26/02/2024	LGBT History month (Alan Turing and lessons from his life).	Justice: "Do the right thing, the rest doesn't matter.", Marcus Aurelius
04/03/2024	World Book Day.	Wisdom: "It is impossible for a man to learn what he thinks he already knows.", Epictetus
11/03/2024	Ramadan.	Courage: "Sometimes even to live is an act of courage.", Seneca
18/03/2024	Easter and music.	Justice: "It is a denial of justice not to stretch out a helping hand to the fallen; that is the common right of humanity.", Seneca
Easter Break		
08/04/2024	World Earth Day (22 nd): stewards of the Earth.	Temperance: "We should always be asking ourselves - is this something that is, or is not, in my control?", Epictetus
15/04/2024	End of year exams: why, what, and positive attitude.	Wisdom: "No man was ever wise by chance.", Seneca
22/04/2024	Resilience & Growth Mindset: what is it and how can we develop it?	Courage: "Courage is the knowledge of what to fear and what not to fear.", Marcus Aurelius
29/04/2024	Cognitive science & learning strategies.	Wisdom: "No man was ever wise by chance.", Seneca
06/05/2024	Building confidence & aiming high – what's holding you back?	Courage: "Courage is the knowledge of what to fear and what not to fear.", Marcus Aurelius
13/05/2024	Feedback is a gift.	Wisdom: "It is impossible for a man to learn what he thinks he already knows.", Epictetus
20/5/24	Sport and healthy lifestyles.	Temperance: "Our own worth is measured by what we devote our energy to.", Marcus Aurelius
Half term break		
03/06/2024	Neuro diversity / protected characteristics.	Justice: "It is a denial of justice not to stretch out a helping hand to the fallen; that is the common right of humanity.", Seneca
10/06/2024	Representing your country in sport / benefits of sport.	Temperance: "Our own worth is measured by what we devote our energy to.", Marcus Aurelius
17/06/2024	Y8 Royal Navy Assemblies	
24/06/2024	Y9 Work Experience Launch Assembly	
01/07/2024	Subject effort and progress awards.	Wisdom: "No man was ever wise by chance.", Seneca
08/07/2024	Celebration and rewards: The Brook Best Pledge, magic moments.	Temperance: "Our own worth is measured by what we devote our energy to.", Marcus Aurelius