



**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.

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Version:	Date:	Author:	Summary of Changes:
1.0	May 2021	R Hindocha	
2.0	October 22, 2023	R Hindocha	Updated to reflect third year of opening.
3.0	October 2025	R Hindocha	Updated to reflect full cohort

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>
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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

Tutorial time / 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 ELECTIVES

Monday Elective	Teacher	Room	Monday Elective	Teacher	Room	Thursday Elective	Teacher	Room
All Things Comics & Manga	Mr Bushby	1.39.	Jewellery Making	Mrs Bamkin-Kettle	1.40.	Arabic	Mr Ahmed	1.37.
Arabic	Mr Ahmed	1.37.	Kufic Script	Miss Omar	1.05.	Catan Strategy Game	Mr Morrison	1.31.
Attenborough Appreciation	Mr Bensley	1.18.	Mandala Designs	Ms Mansoor	1.19.	Cozy Colouring	Mrs Master	1.05.
BMA Singers	Mr Rule	0.45.	Media Production	Mr Lakhani	SP03.	Debate Club	Miss Modasia	2.32.
Brook Business Club	Miss Juliyam	2.25.	Pickleball	Mr Gillett	Yard	Drama 1	Mrs Munton	Drama Studio
Catan Strategy Game	Mr Morrison	1.31.	Pipe Cleaner Florals	Miss Godsmark	2.35.	Drama 2	Mrs Ratcliffe	Hall
Chatterbooks	Mrs Peploe	Library	Product Design	Mr Patel	0.47.	Eco Schools	Mrs Peploe	Library
Checkers	Mr Abdullahi	2.09.	Quiz Masters	Mr Johnston	2.20.	Forensics	Miss Chauhan	2.26.
Confidently Me	Ms Brown	1.02.	Running & Fitness	Mr Mistry	Yard	Graphic Design	Mr Patel	0.45.
Cozy Colouring	Mrs Master	1.06.	Sewing Machines	Ms Bolton	1.01.	Jewellery Making	Mrs Bamkin-Kettle	1.40.
Cricket	Mr Wotherspoon	Yard	Spanish	Mr Smith	1.28.	Lego Masters	Mr Bushby	1.39.
Debate Club 1	Miss Modasia	2.32.	Table Tennis	Miss Kelly	Yard	Logic Puzzles	Miss Edwards	1.07.
Debate Club 2	Mrs Dearden	1.35.	The Spreadsheet Society	Miss Tahir	0.46.	Magnificent Mandalas	Mrs Ludlam	1.01.
Drama	Mrs Munton	Drama Studio	The Unknown Zone	Mr Owen-Beckwith	2.36.	Paper Airplanes	Mr Bensley	1.18.
Forensics	Miss Chauhan	2.26.	Think Through Movies 1	Miss Waheed	1.15.	Pickleball	Mr Gillett	Yard
German	Mrs Ratcliffe	1.20.	Think Through Movies 2	Miss Laine	1.21.	Pipe Cleaner Florals	Miss Godsmark	2.35.
Greek Theatre	Miss Edwards	1.07.	Uno Championship 1	Miss Bile	2.10.	Running & Fitness	Mr Mistry	Yard
Japanese	Mr Muhammad	2.07.	Uno Championship 2	Miss Lakhi	1.32.	Spanish	Mr Smith	1.28.
						Table Tennis	Miss Robb	Yard
						The Unknown Zone	Mr Owen-Beckwith	2.36.
						Think Through Movies	Miss Laine	1.21.
						Uno Championship	Miss Lakhi	1.32.
						Urdu	Miss Tahir	0.38.
						Zentangle	Mr Lakhani	1.06.

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 where appropriate. Our 'speak like a pupil' strategy is a key feature of this.

Poetry of by Heart and Reading

We have a carefully developed programme for tutor time reading. Our reading strategy slide is here.

Half -Term	Year 7	Year 8	Year 9	Year 10	Year 11
Half -Term 1: Induction Reading Aloud	1. Library Induction 2. Robust Reading Scholar Induction 1, 2 and 3 3. Read 'Odyssey'	1. Library Induction 2. Robust Reading Scholar Induction 1, 2 and 3 3. Read 'Black and British'	1. Library Induction 2. Robust Reading Scholar Induction 1, 2 and 3 3. Read 'Heroes'	1. Library Induction 2. Robust Reading Scholar Induction 1, 2 and 3 3. Introduction to 'Touching the Void' 4. Read 'Touching the Void'	1. Library Induction 2. Robust Reading Scholar Induction 1, 2 and 3 3. Read Non-Fiction articles.
Half-Term 2: Reading Aloud	1. Read 'Odyssey' 2. Independent Reading Weeks (WC 08/12 + 15/12)	1. Read 'Black and British' 2. Independent Reading Weeks (WC 08/12 + 15/12)	1. Read 'Heroes' 2. Independent Reading Weeks (WC 08/12 + 15/12)	1. Read 'Touching the Void' 2. Independent Reading Weeks (WC 08/12 + 15/12)	1. Read Non-Fiction articles. 2. Independent Reading Weeks (WC 08/12 + 15/12)
Half-Term 3: Reading Aloud	1. Read 'Odyssey' 2. If complete read 'Great Expectations'	1. Read 'Black and British' 2. If complete read 'Silver Sword'	1. Read 'Heroes' 2. If complete read Sherlock Holmes 'The Speckled Band'	1. Read 'Touching the Void.'	1. Read Non-Fiction articles.
Half-Term 4: Reading Aloud	1. Complete 'Odyssey' 2. OR 'Great Expectations' 3. Independent Reading Weeks (WC 16/03 + 23/03)	1. Complete 'Black and British' 2. OR 'Silver Sword' 3. Independent Reading Weeks (WC 16/03 + 23/03)	1. Complete 'Heroes' 2. OR Sherlock Holmes 'The Speckled Band' 3. Independent Reading Weeks (WC 16/03 + 23/03)	1. Read 'Touching the Void.' 2. Independent Reading Weeks (WC 16/03 + 23/03)	1. Read Non-Fiction articles. 2. Independent Reading Weeks (WC 16/03 + 23/03)
Half-Term 5: Poetry by Heart	1. Why is Poetry Important? 2. Introduction to Poetry 3. Learn 'The Brook'	1. Why is Poetry Important? 2. Introduction to Poetry 3. Learn 'Hope'	1. Why is Poetry Important? 2. Introduction to Poetry 3. Learn 'I Wandered Lonely as a Cloud'	1. 'Finish reading 'Touching the Void.' 2. Why is reciting a text important? 3. Introduction to Speech 4. Learn a speech from 'An Inspector Calls'	1. Exam period
Half-Term 6: Poetry by Heart	1. Complete learning 'The Brook' 2. Independent Reading Weeks (WC 29/06 + 08/07)	1. Complete learning 'Hope' 2. Independent Reading Weeks (WC 29/06 + 08/07)	1. Complete learning 'I Wandered Lonely as a Cloud' 2. Independent Reading Weeks (WC 29/06 + 08/07)	1. Complete learning the speech 2. Independent Reading Weeks (WC 29/06 + 08/07)	1. Exam Period

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 a valley
host a large number
fluttering 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	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 cultural development by.... Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand,
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	spiritual development by ...		We promote social development by...	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>
Computer Science	<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</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,</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>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>Digital Literacy club, Cyber Explorers.</p> <p>Problem solving skills and teamwork are essential to Computer Science lessons. 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>	
Music	<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 imagination to be put in to compositions.</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. the choir visiting local primary schools.</p>	<p>Listening to and exploring the music of different countries and cultures, eg samba, reggae, European classical music.</p>
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</i></p>	<p>Discussing morality and ethics in texts for example in <i>Oliver Twist</i>, <i>Julius Caesar</i>, <i>The Tempest</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</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.</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</p>

	<p>of Venice, 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>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, neglect, treason, 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>Are creative and active subjects of less value in the curriculum?</p>	<p>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 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>Discussing the law and moral issues relating to behaviour, use of resources, renewable energy and response to modern day challenges 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</p>	<p>Discussing the law, specifically relating to environmental issues.</p> <p>Exploring ecosystems at a variety of scale.</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>Exploring diversity and encouraging students to reflect on the multicultural nature of Leicester.</p> <p>Studying a range of climates and countries.</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>

		affecting a country's development.		
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 from civilisations for source interpretation.</p>
Religious Education	<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. Mohatma 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>
<p>MFL</p>	<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 also 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>
<p>PE</p>	<p>By developing deep thinking and questioning the way in which the body works.</p>	<p>Understanding the rules of activities, and the reasons they are in place, as well as</p>	<p>Having the opportunities to work collaboratively as part of a team, as well as reflect</p>	<p>Encouraging the learning of games and dances from different traditions.</p>

	<p>Analysing and seeking ways to improve performance. 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>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>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>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>Participating in work experience in year 10 and learning that skills such as communication, social awareness and resilience are vital in the work place.</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</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 system.</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>Learning that we live within part of the democratic the laws of the UK whatever our personal religious or cultural views are.</p> <p>Learning about laws around the work place including laws around part time work.</p> <p>Learning that laws are there to protect us.</p>		
SCIENCE	<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 practicals.</p>	<p>Understanding that scientific progress comes from all over the world.</p> <p>Understanding how the different cultures around the world can have different impacts on the planet and what impact more economically developed countries 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.
Assemblies	<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"
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Appendix C – PSHCE Curriculum Map

PSHCE Year 7-11 Programme of Study

	2025/26	Year 7	Year 8	Year 9	Year 10	Year 11
1	8 September	Keeping safe: Traveling to and from school safely	Discrimination: Influences on beliefs	No lesson: Not yet back at school.	Relationships: What is a healthy family relationship?	Relationships: Personal Values
2	15 September	Keeping safe: Gang Crime	Discrimination: Protected Characteristics	Relationships: How do friendships influence us?	Relationships: Different types of families	Relationships: Personal Values
3	22 September	Keeping safe: County Lines	Discrimination: Fundamental British Values	Relationships: Impact of negative peer influence	Relationships: Managing family changes	Relationships: Assertive sexual health
4	29 September	Keeping safe: Knife Crime	Discrimination: Racism	Keeping safe: Why do young people join gangs?	Relationships: Managing feelings around bereavement	Relationships: Assertive sexual health
5	6 October	Keeping safe: <u>Social media</u> and online behaviour	Discrimination: Religious Discrimination	Keeping safe: What makes young people vulnerable to gangs?	The Warning Zone: Online safety and keeping personal identification safe.	Relationships: Change, conflict and commitment
6	13 October	Keeping Safe: Cybercrime	Discrimination: Sexism	Keeping safe: County Lines	Relationships: Managing conflict at home	Relationships: Change, conflict and commitment
20 – 24 October HALF TERM						
7	27 October	Keeping safe: Gambling	Discrimination: Disability Discrimination	Citizenship: Who makes the law?	Extremism: Why does the UK benefit from Fundamental Values Part 1	Relationships: Harassment and stalking
8	3 November	Keeping safe: Responding to an emergency and First Aid	Discrimination: LGBTQ+ History	Citizenship: Where does the law come from?	Extremism: Why does the UK benefit from Fundamental Values Part 2	Relationships: Harassment and stalking
9	10 November	Healthy Relationships: Self-worth	Discrimination: LGBTQ+ Ally	Keeping Safe: Knife Crime	Extremism: Why is diversity important in communities?	Y11 Mock exams (French) PSHCE teachers to invigilate in Sports Hall.
10	17 November	Citizenship: Scholar Parliament Election Speeches	Citizenship: Scholar Parliament Election Speeches	Citizenship: Scholar Parliament Election Speeches	Citizenship: Scholar Parliament Election Speeches	Citizenship: Scholar Parliament Election Speeches

11	24 November	Healthy Relationships: What is a healthy relationship?	Emotional wellbeing: Mental health, myths and stigma	Citizenship: Age of criminal responsibility	Extremism: What is extremism, radicalisation, and terrorism?	Relationships: So-called 'honour-based' violence
12	1 December	Healthy Relationships: How do I make and maintain friendships	Emotional wellbeing: Daily wellbeing	Citizenship: Criminal justice – The Court System	Extremism: What is left-wing extremism?	Relationships: So-called 'honour-based' violence Support in relationships
13	8 December	Healthy Relationships: Media and stereotypes for relationships	Emotional wellbeing: Emotions	Citizenship: Criminal justice – The role of the police	Extremism: What is right-wing extremism?	Relationships: Gender identity and sexual orientation
14	15 December	Healthy Relationships: Managing romantic relationships	Emotional wellbeing: Digital resilience	Citizenship: Relationships and legal rights	Extremism: What is religious extremism?	Relationships: Gender identity and sexual orientation
23 December – 3 January HOLIDAY						
15	5 January	Healthy Relationships: Boundaries and consent	Emotional wellbeing: Healthy coping strategies	Citizenship: Relationships and legal rights	Extremism: How do we distinguish fact from fiction?	Relationships: Long-term committed relationships
16	12 January	Scholar 'start of term' induction: Trusted Adults	Emotional wellbeing: Unhealthy coping strategies	Citizenship: Relationships and legal rights	Extremism: How do we protect ourselves from the 'filter bubble'?	Relationships: The legal status of marriage
17	19 January	Healthy Relationships: Sexual harassment	Money Management: How to look after money	Healthy Relationships: Readiness for Sex	Extremism: How do we avoid the 'Us v Them' mentality?	Health: How do choices we make affect aspects of our health?
18	26 January	Citizenship: Democracy in the UK	Money Management: Payments and Budgeting	Careers Lesson	Extremism: Responding to hate speech.	Health: Reproductive health
19	2 February	Citizenship: Parliament and elections	Money Management: Borrowing money	Sex and Relationships: Consent	Societal influences: Who is a positive role model?	Health: Reproductive health
20	9 February	Diversity: The Diverse World	Money Management: Keeping track of money	Sex and Relationships: Harassment	Societal influences: Avoiding peer pressure	Health: Reproductive health

16 – 20 February HALF TERM						
21	23 February	Diversity: Personal Diversity	Money Management: Saving money	Healthy lifestyles: How are physical and mental health linked?	Societal influences: Risks associated with gang crime	Relationships: Roles and responsibilities of parents
22	2 March	Diversity: Bullying	Money Management: Consumer rights	Healthy lifestyles: Making informed diet and exercise choices	Societal influences: The impact of prison	Relationships: Support in relationships
23	9 March	Diversity: Impact of Bullying	Keeping safe: Medicinal Drugs	Healthy lifestyles: Maintaining a healthy and balanced lifestyle.	Societal influences: The impact of drugs and alcohol	Independence: Driving and road safety
24	16 March	Diversity: Stopping Bullying	Keeping safe: Impact of drugs	Healthy lifestyles: Managing body image.	Mental Health: How do I protect my mental health?	Independence: First Aid
25	23 March	Keeping Healthy: How do we identify and manage emotions?	Keeping safe: Energy Drinks	Healthy lifestyles: Taking responsibility for my personal health.	Mental Health: Signs of emotional or mental ill-health	Independence: Investing money safely
30 March – 10 April HOLIDAY						
26	13 April	Keeping healthy: Stress and resilience	Keeping safe: Alcohol	Sex and Relationships: Violence	Mental Health: Challenging stigma and misconceptions around mental health	Independence: Future planning including pensions
27	20 April	Keeping healthy: Stress and resilience	Keeping safe: Tobacco	Sex and Relationships: Consequences	Mental Health: Protecting mental health during transition and change	Independence: Financial products for young people
28	27 April	Keeping healthy: Stress and resilience	Keeping safe: Vapes	Sex and Relationships: STIs	Relationships: Managing conflict and break ups	Independence: Understanding student loans.
29	4 May	Keeping Healthy: Making healthy choices for diet and exercise	Healthy Relationships: Relationships and identity	Sex and Relationships: STIs	Relationships: Managing conflict and break ups	Independence: Blood, organ, stem donation and vaccinations
30	11 May	Keeping Healthy: Improving sleep habits	Healthy Relationships: Sexual orientation	Sex and Relationships: Contraception	Relationships: Capacity for consent	GCSE EXAMS
31	18 May	Keeping Healthy: Caring for my mouth, teeth and gums	Healthy Relationships: Forming new relationships	Sex and Relationships: Contraception	Relationships: Capacity for consent	GCSE EXAMS
24-29 May						
32	1 June	Keeping Healthy: Managing personal hygiene	Healthy Relationships: Consent	Sex and Relationships: Contraception (Condom Demonstration)	Relationships: The role of intimacy and pleasure	GCSE EXAMS
33	8 June	Keeping Healthy: Physical changes during puberty	Healthy Relationships: Harassment	Sex and Relationships: How does the media portray sex?	Relationships: Managing the impact of media and pornography	GCSE EXAMS
34	15 June	Keeping healthy: Emotional changes during puberty	Healthy Relationships: Harassment	Sex and Relationships: Media and Pornography	Relationships: Managing the impact of media and pornography	GCSE EXAMS
35	22 June	Keeping healthy: How do periods impact life?	Healthy Relationships: Sextortion	Sex and Relationships: Sexting	Relationships: Domestic abuse	GCSE EXAMS
36	29 June	Keeping healthy: Contact and FGM	Flex Lesson: Additional resources available in the folder.	Sex and Relationships: Coercion	Relationships: Domestic abuse	
37	6 July	Staying Safe: Summer Safety	Flex Lesson: Additional resources available in the folder.	Sex and Relationships: Coercion	Keeping Safe: Protecting yourself from identity fraud	
13 July – 24 August 2026						

Appendix D - Assembly Calendar

Week commencing	Theme	Lead Presenter	"Building a better you." Link to Stoicism & the 4 cardinal virtues
25/08/25	We are Team BMA	RHI	"You have power over your mind – not outside events. Realize this, and you will find strength", Marcus Aurelius
01/09/25	Online Assemblies: <ul style="list-style-type: none"> Success & Safety Online Control the Controllables – Lessons from the Stoics Stronger Together, Building Our Best Year Yet 	DHA/SEV JMO HoYs	Temperance: "We should always be asking ourselves - is this something that is, or is not, in my control?", Epictetus
08/09/25	Induction: HoY Assembly Being a Brook Mead Scholar Induction: SLT Assembly Building Better Futures	RHI/HoYs SLT + JMO/BTO	"You have power over your mind – not outside events. Realize this, and you will find strength", Marcus Aurelius
15/09/25	Staying Safe	SEV	Temperance: "We should always be asking ourselves - is this something that is, or is not, in my control?", Epictetus
22/09/25	European Day of Languages (Y10 WEX Launch)	MSM/BTO	Wisdom: "It is impossible for us to learn what we think we already know.", Epictetus
29/09/25	Black History Month	JMO/BTO	Courage: "Sometimes even to live is an act of courage.", Seneca
06/10/25	World Mental Health Day (link to exam stress for Y11)	SEV	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
13/10/25	Learning Strategies, Revision & Habits	DHA	Wisdom: "No one was ever wise by chance.", Seneca
Half term break			
27/10/25*	Anti Bullying Week *no Y11 assembly (PL day) **no Y7 assembly = reboot session	DAT	Justice: "Do the right thing, the rest doesn't matter.", Marcus Aurelius
03/11/25*	Anti Bullying Week (Y7/11) Beyond the Board: Life Lessons from Chess (Y8/9/10) *Y11 mock exams start	DAT KRO	Justice: "Do the right thing, the rest doesn't matter.", Marcus Aurelius Temperance: "Our own worth is measured by what we devote our energy to.", Marcus Aurelius
10/11/25*	Remembrance *Y11 mock exams	RHI	Courage: "Courage is the knowledge of what to fear and what not to fear.", Marcus Aurelius
17/11/25*	Being a Brook Mead Scholar *Y11 mock exams	HoYs	"You have power over your mind – not outside events. Realize this, and you will find strength", Marcus Aurelius
24/11/25	Working Hard: Understanding your report	GBA	Wisdom: "No one was ever wise by chance.", Seneca
01/12/25	Being Kind: Kindness Challenge & Food Appeal	JMO	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
08/12/25	The Best of Brook: Celebration & Rewards	HOYS	Temperance: "Our own worth is measured by what we devote our energy to.", Marcus Aurelius
15/12/25	Celebrating Creative Arts at BMA	MRU	Temperance: "Our own worth is measured by what we devote our energy to.", Marcus Aurelius
Christmas break			
05/01/26*	Being a Brook Mead Scholar *Mon = reboot sessions	HoYs	"You have power over your mind – not outside events. Realize this, and you will find strength", Marcus Aurelius
12/01/26	British Values	RHI	Justice: "Do the right thing, the rest doesn't matter.", Marcus Aurelius

19/01/26	Holocaust Memorial	RHI/AGL	Courage: "Sometimes even to live is an act of courage.", Seneca
26/01/26	Integrity: Doing the right thing, not the easy thing	HWA	Justice: "Do the right thing, the rest doesn't matter.", Marcus Aurelius
02/02/26	Staying Safe Online (Safer Internet Day)	SEV	Temperance: "Our own worth is measured by what we devote our energy to.", Marcus Aurelius
09/02/26	National Apprenticeship Week	BTO/ External	Wisdom: "It is impossible for us to learn what we think we already know.", Epictetus
Half term break			
23/02/26*	Positive Masculinity *Y11 French speaking mock exams	DHA/AGL	Courage: "Courage is the knowledge of what to fear and what not to fear.", Marcus Aurelius
02/03/26	World Book Day	MPE/CLU	Wisdom: "It is impossible for us to learn what we think we already know.", Epictetus
09/03/26	Preparing for EOY Exams (Y7-10) Preparing for GCSE Exams (Y11)	GBA/DHA	Wisdom: "No one was ever wise by chance.", Seneca
16/03/26	Neurodiversity Celebration Week	MPN/AGL	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
23/03/26	Fake News & Conspiracy	SEV	Temperance: "Our own worth is measured by what we devote our energy to.", Marcus Aurelius
Easter break			
13/04/26*	Being a Brook Mead Scholar *Mon = reboot sessions	HoYs	"You have power over your mind – not outside events. Realize this, and you will find strength", Marcus Aurelius
20/04/26	Celebrating Diversity at BMA (& protected characteristics)	JMO	Wisdom: "It is impossible for us to learn what we think we already know.", Epictetus
27/04/26	Radicalisation	DAT	Justice: "Do the right thing, the rest doesn't matter.", Marcus Aurelius
04/05/26*	No Assembly (EOY Exam Prep) *Bank hol, Y10 WEX, Prep for Y11 exams	-	Temperance: "We should always be asking ourselves - is this something that is, or is not, in my control?", Epictetus
11/05/26	No Assembly (EOY Exam Prep) *Y11 final exams	-	Wisdom: "No one was ever wise by chance.", Seneca
18/05/26	No Assembly (EOY Exam Prep) *Y11 final exams	-	Wisdom: "No one was ever wise by chance.", Seneca
Half term break			
01/06/26	No Assembly (EOY Exam Prep) *Y11 final exams	-	Wisdom: "No one was ever wise by chance.", Seneca
08/06/26	Invisible Strength: Life with IBD (invisible disabilities) *Y11 final exams	LWH/MPN	Courage: "Sometimes even to live is an act of courage.", Seneca
15/06/26	Refugee Week *Y11 final exams, **Y9 WOW days	CLU	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
22/06/26	Careers	BTO	Wisdom: "It is impossible for us to learn what we think we already know.", Epictetus
29/06/26	The Best of Brook: Celebration & Rewards	HOYs	Temperance: "Our own worth is measured by what we devote our energy to.", Marcus Aurelius
06/07/26	Celebrating Creative Arts at BMA	MRU	Temperance: "Our own worth is measured by what we devote our energy to.", Marcus Aurelius
Summer break			