



PSHEE Policy

The planning of our Personal, Social, Health, Citizenship, Education and Economic curriculum (PSHEE) puts an emphasis on pupils making informed choices and taking responsibility for their own actions as well as on imparting a body of knowledge.

The scheme of work is organised to ensure continuity and progression in and between Key Stages.

For each year of the scheme the following are stated:

- Classroom activities
- Key questions
- Resources

Introduction

Personal, social, health, citizenship, education and economic (PSHEE) enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the School and the wider community. In so doing we help develop their sense of self-worth.

We teach them about how British society is organised and governed. We teach them about rights and responsibilities.

They learn to appreciate what it means to be a positive member of a diverse multicultural society. We encourage pupils to respect other people, even if they choose to follow a lifestyle that one would not choose for oneself.

The aims of personal, social, health, citizenship, education and economic education are to enable the children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others and have respect for others
- Be independent and responsible members of the school community
- Be positive and active members of British democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- Develop good relationships with other members of the School and the wider community.



King's College Alicante has a separate Sex and Relationships Education (SRE) Policy, Drugs and Alcohol related incidents Policy and ICT Acceptable Use Policy.

We are also aware of the protected characteristics under the Equality Act 2010:

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Spiritual, Moral, Social and Cultural provision

The spiritual, moral, social and cultural (SMSC) development of pupils is an important part of their education at King's College Alicante. Following guidance from the 'Improving the SMSC development of pupils' (November 2013) document, content in PSHEE lessons, the wider curriculum and additional opportunities open to children at the School offer a chance to develop the skills and principles associated with SMSC.

Our SMSC curriculum enables the following:

- Actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Ensures that principles are actively promoted which:-
 - i. Enable pupils to develop their self-knowledge, self-esteem and self- confidence;
 - ii. Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - iii. Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - iv. Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - v. Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;



- vi. Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- vii. Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
 - Precludes the promotion of partisan political views in the teaching of any subject in the school; and
 - Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils
 - (i) while they are in attendance at the school;
 - (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
 - (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views.

The School offers a thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development. Evidence of these activities can be found in Appendix One.

Spiritual

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, 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.

Moral

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds



- willingness to participate in a variety of communities and social settings, including 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; they

develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those 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 continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Teaching British Values and Promoting British Values at King's College Alicante

The government set out their definition of British values in the 2011 Prevent Strategy. Due to recent events, these were reinforced in July 2015 to also combat radicalisation. These new regulations sit alongside the requirements of the Equalities Act, which also applies to all types of school.

Schools are expected to focus on, and be able to show, how our work with pupils is effective in embedding fundamental British values.

Promoting British values at King's College Alicante

We endorse the Department for Education's five-part definition of British values:

- Democracy
 - The rule of law
 - Individual liberty



- Mutual respect
- Tolerance of those of different faiths and beliefs

King's College Alicante pupils will encounter these principles throughout everyday school life. In particular, our promotion of spiritual, moral, social and cultural understanding has been reviewed and enhanced by these explicit values. Listed below are some examples of how we actively promote these values in our school community:

Democracy

Pupil voice is significant in regards to life at King's College Alicante. Our School Council, regular questionnaires and 'open door policy' means pupils have a great amount of input in regards to what and how they learn, which promotes pupil voice.

Consultations with pupils are also conducted throughout the year. We know that the formation of the school council and the active participation of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.

The Rule of Law

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to.

This understanding of the importance of rules will be consistently reinforced through Assemblies and our curriculum. The involvement of our pupils in understanding the Rewards and Sanction Policy helps them to understand the reasons behind the rules and the consequences if they are broken. Throughout the year we welcome visits from members of the wider community. We believe that clear explanations and real life stories emphasise the importance of the rule of law for our pupils.

Individual Liberty

We invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. In lessons, learning tasks are often left for the child to decide upon. We encourage children to choose the task that will challenge them, giving them more freedom to determine their own learning. We offer a range of clubs which pupils have the freedom to choose from, based on their interests. Through Teacher led /Form time, we educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. We believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children embark upon their adult lives.

Mutual Respect



Mutual respect is at the core of our school life. Pupils learn to treat each other and staff with great respect. This is evident when walking around the school and in the classrooms.

Tolerance of those of different faiths and beliefs

At King's College Alicante, we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we

strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

Further evidence on how we actively promote fundamental British Values in all areas of the curriculum and examples of these along with areas for future development can be seen in Appendix Two.

Teaching and Learning Styles

We use a range of teaching and learning styles to meet the requirements of the National Curriculum. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

PSHEE Curriculum Planning

We teach PSHEE as a timetabled subject, once a week, in the Primary School. In the Secondary School each year group has a timetabled session, lasting fifty minutes as well as form time sessions; these consist of twenty minutes each. There is a Whole School PSHEE Coordinator.

We also develop PSHEE throughout the school through circle time. The children are also involved in assemblies and the planning of functions for school or fund raising. Economic awareness is encouraged in activities linked with PSHEE. Pupils in the school annually raise and count money for our Mufti Days to raise money for the school's chosen charity and COBIS Games.

Early Years Foundation Stage

We teach PSHEE in Reception and Nursery classes as an integral part of the topic work covered during the year. As the Reception and Nursery classes are part of the Foundation Stage of the National Curriculum, we relate the PSHEE and Citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHEE matches the aims of developing a child's personal, emotional and social



development as set out in the ELGs. We also support Citizenship education in Reception and Nursery classes when we teach 'how to develop a child's knowledge and understanding of the world'.

Teaching PSHEE and Citizenship to children with special needs

We teach PSHEE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties.

Assessment and Recording

Teachers assess the children's work in PSHEE by making informal judgements as they observe them during lessons, gauged against the specific learning objectives set out in the National Curriculum. This assessment should not be judgemental. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage, as outlined in the National Curriculum guidelines. Assessment should offer the children the opportunity to reflect on their own progress and be responsible for their own target setting.

Resources

We support PHSEE by using the school's scheme of work which is based on the SEAL programme.

Monitoring

The PSHEE Co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The Co-ordinator supports colleagues in the teaching of PSHEE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the School. The Coordinator is also responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

How we support and embed PSHEE at King's College Alicante

- **Workshops** SRE (Sex and Relationships Education) workshops for the parents in the Secondary and Primary School.
- Challenge Day workshops on areas such as stress prevention, e.g.
- A workshop on dealing with bullying was attended by staff in order to raise awareness
- Regular meetings for various Year Groups to guide the form teachers in their delivery of PSHEE.



- **Life Skills Day**
- **Links with International Schools**
- **Peer Mentoring** - Volunteers from Secondary School are trained to offer support and weekly chats with a peer to listen to worries and help them solve problems.

- An annual 'Healthy Week' to raise awareness of good diet and exercise. Links to Other Schools.
- **School Council** - thriving school council which is open to Years 2-6 and meets on a weekly basis. The council communicates with management by meeting termly with the Senior Leadership Team in the sessions.
- **Playground Leaders** - We have introduced a successful Playground Leader System where pupils volunteer to be at the Friendship stop and help the pupils in the Primary areas at playtimes.
- **Anti-Bullying Week** - We acknowledge the national November Anti-Bullying Week in PSHEE lessons and/or assemblies in the school.
- **Bullying Register/Log** - A bullying register is kept with the school secretary and any incidents are logged by the relevant staff.
- **Healthy Week** - Healthy Week takes place every October, arranged by the PSHEE Co-ordinators and School Council. This week enables children to partake in activities such as Fruit Swaps, Healthy Meal Competitions and Whole School Assemblies.



Appendix One: SMSC Record Sheet

As acknowledged in the Department for Education guidance 'Improving the Spiritual, Moral, Social and Cultural (SMSC) development of Pupils', aspects of SMSC can be developed through virtually all parts of the curriculum. The table below outlines evidence of how King's College Alicante promotes SMSC, as well as outlining potential areas for future development.

| SMSC Feature | Evidence at King's College Alicante | Opportunities for future development. |
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| Spiritual | <p>Pupils enjoy lessons on RE.</p> <p>Celebrate Remembrance Day.</p> <p>Secondary pupils lead an assembly to all the school.</p> <p>RE in the Secondary School pupils make</p> | <p>Primary to roll out RE long term plan and Scheme of Work.</p> <p>We are looking at the opportunities to continue to visit more places of worship for 2017/18 .</p> |



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| | <p>different places of worship for a project.</p> <p>We now hold regular RE days for Primary and Secondary School.</p> | |
| Moral | <p>King's College Alicante embodies values which are resonant with many core moral values. Pupils are taught the value and reasons behind morals, that they guide us, the responsibilities that this involves and the consequences when morals are corrupt. SLT reinforce this message through assemblies.</p> | <p>To create a display of how King's College Alicante here was created and what we believe in.</p> |
| Social | <p>Within school, pupils are actively encouraged to mix, knowing that they are in a diverse and supportive environment. Pupils are encouraged to know, understand and embrace teamwork. We also use Song in Assemblies to reinforce working together. Staff is encouraged to work together in Wednesday afternoon meetings and Houses work together each year to raise money for different charities. Pupils show prospective parents and</p> | <p>Pupils to more formally reflect in their PSHEE Journals on how they relate to each other.</p> |



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| | visitors around the school on a regular basis. We also use Songs in Assemblies to reinforce working together. | |
| Cultural | We are a multi-cultural school. The school has close links with Lyndhurst Primary in Portsmouth. Pupils learn about other cultures through parental visits and community outings, such as singing in the local day centre for the elderly. We learn about ancient cultures too such as the Greeks and Egyptians. | To continue to invite parents in to talk about different aspects of lives in different cultures. Add Posters around the school promote different cultures. To further promote Music, Theatre, Languages and Drama. |
| Tolerance of those of different faiths and beliefs | This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving different faiths and these are followed and supported by learning in RE and PSHEE. The school has links with schools in England and the Netherlands. The children enjoy learning about similarities and | Assemblies on different faiths' festivals to continue as well as parents' visits to describe their culture. |



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| | differences in our cultures through lessons, teacher exchange visits (Netherlands) and pen pals. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. | |
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Further evidence to support Spiritual, Moral, Social and Cultural Development of King's College Alicante Pupils

Please also refer to the following:

- insert school name Weekly Bulletin, insert school name celebration album and outside school achievement display
- PHSEE Scheme of Work and Policy
- RE Policy
- Pupils lead assemblies celebrating different faiths, celebrations as well as healthy eating and Anti Bullying week
- Almost every pupil partakes in Extracurricular activities e.g. Art, music and sport
- All pupils will have the chance to represent the school in sports. E.g Inter house competitions, sporting fixtures and sports days.
- A number of pupils participate in external competitions within the local community
- Pupils have the chance to experience staff led residential away from King's College School (UK, Somolinos, Netherlands) Pupils attend regular day trips



- At our May fair pupils set up stalls in an effort to raise money for the school charity.
 - King's College Alicante pupils participate in our school challenge day
 - King's College Alicante raise money for our school charity as well as other charities which are often presented by pupils. Eg a pupil led a charity day for the wildlife trust.
 - King's College Alicante charitable efforts are child focused as well as parent focused
 - School Council is elected by pupils and are displayed on the School Council noticeboard
 - King's College Alicante pupils remember those who gave their lives at war at 11am on the 11th November. This is done through a reflective assembly.
 - The school choir sing in different places e.g. Old people's homes
 - King's College Alicante singers visit the local day respite care centre to sing and talk to guests.
 - Parents are invited to attend cultural assemblies which are hosted by pupils
 - All pupils in King's College Alicante take part in presentations/concerts this includes pupils performing 'home grown' pieces.
 - Year 6 pupils are prefects, house captains and playground buddies and take responsibility for duties during the day.
 - A buddy system is in place to enable children to take responsibility for ensuring a new child is in the right place at the right time.
 - Secondary school pupils often come to hear younger pupils read or read to the younger pupils.
 - Children are captains of sports teams, to boost self-esteem and confidence.
 - House points and certificates are awarded for behaviour and initiative.
 - Children's achievements are celebrated in public acknowledgement in assemblies, such as certificates, merit slips, post cards are sent home to parents as well as invitations to have lunch with the Headteacher or Deputy Head
 - We display work from every child around the school.
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- Speakers come into school and address the children.
 - Parents also come in and speak to the children, if their profession or experiences are relevant to the work being covered.
 - In Primary School, one current topic has enabled families to come into school and discuss their own cultures and beliefs.
 - Younger Children are encouraged to become independent by looking after their belongings and organising their belongings at the end of the day.
 - Year 4-Year 5 Pupils are taught by specialist teachers and have to move about the school independently to each lesson.
 - Children who have individual music lessons are responsible for informing their class teacher when their lesson is and excusing themselves from the lesson, with plenty of notice.
 - School lunches represent difficult foods from around the world
 - Assemblies are given to discuss relevant news topics, to ensure children are up to date with current affairs, as well as events around the world.



Appendix Two: Fundamental British Values Record Sheet

The importance of Fundamental British Values has been reiterated on a number of occasions, outlining the need to “create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs” (Secretary of State for Education, 2014)

Definitions for each of the Fundamental British Values were outlined in the 2011 Prevent Strategy, and further guidance has been supplied July 2015 in the document ‘Promoting Fundamental British Values as part of SMSC in Schools’. The table below outlines evidence of how King’s College Alicante promotes these values, as well as outlining potential areas for future development.

Whole School Evidence



| Fundamental British Value | Evidence at King's College Alicante | Opportunities for future development. |
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| 1) Democracy | Pupils vote for the representatives of School Council. Head Boy, Head Girl, Prefects and House Captains are voted in by the school staff. | Debating Club We could hold our own whole school elections. |
| 2) The Rule of Law | The importance of rules and laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind rules, that they govern and protect us, the responsibilities that this involves and the consequences when rules are broken. Some pupils have devised rules for | Pupils to make up their own classroom rules in each classroom in order to explore the meanings and structure of rules. |



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| | their classrooms with their teachers. | |
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Subject Specific Evidence

Information below provides reference to where subjects embed Fundamental British Values (FBV) in their lessons. **Numbered references relate to the numbered elements of FBV outlined in the table above.**

| Subject | Evidence |
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| English | <ol style="list-style-type: none">1. When covering the topic of 'Persuasive Writing' there are debates over contentious issues such as the welfare of animals.2. We discuss how elements of the law have evolved since the time of Charles Dickens and William Shakespeare. We also discuss the law regards whaling when writing our environmental poems for Science Week.3. We consider how issues regarding our liberty have evolved since Dickensian and Shakespearean times.4. During 'Anti-bullying Week' the children read a story from another culture and write their own anti-bullying tale.5. We are accepting of others faiths e.g. the Rastafarian poet Benjamin Zephaniah. We accept others' beliefs when debating issues and writing persuasive letters. |
| Maths | <ol style="list-style-type: none">1. Pupils conducting an opinion survey on an issue.2. Planning opportunities for pupils to work together collaboratively through experimental and investigative work3. Pupils investigating different number sequences and where they occur in the real world. Pupils considering the development of pattern in different cultures including work on tessellations. Allowing discussion on the cultural and historical roots of mathematics. Pupils exploring the wealth of mathematics in all cultures; for instance, recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures. |



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| Science | <p>1. In Science there are debates regarding such issues as nuclear energy, environmental pollution, global warming and the environmental effects of CO₂ emissions. 2. We discuss safety regulations, health and safety (COSHH regulations), industrial chemical pollution. 3. We consider health and safety issues in practical lessons and have discussions regarding ethical issues of farming.</p> <p>4. We learn about various backgrounds of scientists and respect of their discoveries, mutual development, group work, e.g. practical activities, discussions.</p> <p>5. We are accepting of others beliefs e.g. 'Big Bang' theory, evolutions, medical issues / treatments.</p> |
| History | <p>1. The development/evolution of governance in Britain and other countries and cultures/societies is studied in context, exploring reasons for the trend toward democracy as a fair(er)/equitable system of government.</p> <p>2. The development of and trend toward human rights and the rule of law through history is explored, including reflecting on examples from history where this has been denied/broken down and how different historical cultures/societies compare to our own.</p> <p>3. The rights and freedoms of different people and groups of people in diverse cultures/societies from the past are studied, emphasising the importance of individual liberty and the freedom of choice, including incidences of this being restricted.</p> <p>4/5. The study of History explores a range of different cultures/societies, considering diverse perspectives and acknowledging their achievements, contributions to and influence on the modern world, as well as examining their interactions with other cultures to assess the impact/outcomes of whether these are tolerant or not.</p> |
| Geography | <p>1/3. Year 6 study coastal development and debate the pros and cons of tourist development encouraging mutual respect and tolerance of others.</p> <p>4. Work on Water Aid in Less Economically Developing Countries and Sustainable Development</p> |



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| | <p>in year 5 helps the children to understand the complex ways communities are linked and appreciate the diversity of people's backgrounds.</p> <p>5. Year 4 find out how food is produced, traded and transported and how fair trade organizations help farmers and see how it promotes tolerance and partnership, within local and wider communities.</p> |
| RE | <ol style="list-style-type: none">1. In RE lessons, we take part in class debates regarding key ethical and moral issues when studying a range of religions.2. We contrast the rule of law with religious rules and moral precepts.3. We consider our rights and responsibilities and those of others.4. We learn about different religious teachings and show respect to the beliefs of others.5. This is clearly a key driver in RE lessons. We learn about different ways of life and beliefs and show openness to difference. |
| MFL | <ol style="list-style-type: none">1. In Modern Languages we discuss the different societies in Europe and this includes discussion on British Democracy.2. We discuss the history of France which reflects on our own legal system. We consider health and safety issues in Europe such as road safety when travelling there.3. We learn about various backgrounds of French figures and respect of their lives and achievements.4. We learn to accept the customs of others.5. We are accepting of others' beliefs and we explore these at festival times |
| PE/Games | <p>1/2. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children</p> |



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| | <p>learn to respect and work with each other, and develop a better understanding of themselves and of each other.</p> |
| Music | <ol style="list-style-type: none">1. We often work in groups and as such have to learn to come to decisions democratically. We discuss ways of making those decisions and often a majority vote will be the way opted for.2. Individuals are encouraged to make their own choices when selecting musical parts and to put forward their own ideas. When appraising, an individual is entitled to have their own opinion and this is respected by others in the class.3. We practise Mutual Respect as we have to learn to listen to and consider the ideas of others.4. We listen to music and learn songs from many different cultures and faiths, and learn something of the background to these, therefore encouraging Tolerance of different faiths and beliefs. |
| Art | <ol style="list-style-type: none">1. We have high expectations of behaviour and ground rules during the designing and making process, this extends beyond the classroom with a visit and experiences to art galleries or sculpture parks. We promote high expectations and respect within Art through creating a positive and nurturing environment, allowing pupils to reach and surpass their potential.2. We work on individual and shared tasks to promote teamwork and communication, peer assessment and constructive critique, e.g. be a 'Critical Friend'.3. We promote tolerance and celebration through different people's ideas, creative responses and understanding of different cultures and styles within art, e.g. Indian printmaking, pattern in multi faith cultures, tribal masks celebrating diversity within our Commonwealth links. |



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