



Introduction

In the Secondary School at King's College, British School of Alicante we aim to provide a broad, balanced and enriched curriculum, with access for all, to STEAM, linguistic, enterprising, social and human, physical and aesthetic and creative areas. This policy is supported by appropriate long and short term plans which ensure appropriate coverage and assessment occur in all subject areas from Years 7-13. Instruction is in English, except in language lessons which operate in the language being taught. Spanish-curriculum subjects are delivered in Spanish as required under Spanish law.

We aim to provide a curriculum that is:

1. Rooted in the content, ethos and outcomes of the English National Curriculum, but not limited by it
2. Designed to develop native users of English (C2) by the end of KS5 and aim for all pupils to finish KS3 with at least First Certificate level English
3. Creative, engaging and enjoyable for pupils of all abilities and allows them to realise their full potential
4. Well mapped to the upper key stage two curriculum to provide appropriate challenge in Year 7 and leads to clear progression across KS3
5. Providing pupils with excellent preparation for the demands of KS4 & KS5 curriculum.
6. Designed to allow the acquisition of outstanding 21st century skills
7. Supported and enhanced through the use of digital learning technologies and aims to create responsible digital citizens
8. Developing the whole child and instilling key values through a curriculum that is enriched and supported by additional activities, PSHE, SMSC and that promotes pupils' physical and mental wellbeing
9. Designed to encourage pupils to think beyond their own reality and develop a global appreciation and understanding of the world and current affairs
10. Designed to offer more interdisciplinary opportunities and takes a more holistic approach to numeracy, literacy, health & wellbeing

Outside the taught curriculum we aim to provide a range of extra-curricular opportunities that allow pupils to develop many skills relevant to the main curriculum.

We therefore aim to provide excellence for all pupils in every aspect of academic studies and to develop the potential of all members of the school community.



Procedures

Curriculum content and delivery

All children are mostly taught in mixed ability classes, with children of the same age. Children are taught English, Maths, Lengua or Spanish in ability groups where appropriate. Smaller groups are also created if particular support is required. "A" Level option groups are also considerably smaller given the degree of subject choices at these stages.

Wherever possible the curriculum follows the English National Curriculum though local requirements mean we must also teach Spanish Language & Literature, Spanish Culture (C.C. Sociales) and the local language, Valencian, from Years 7 to 11.

The Secondary School covers children from age 11 onwards, and builds on the achievements of the Primary School.

Secondary covers Key Stages 3, 4 and Sixth Form

	Key Stage 3	Key Stage 4	Sixth Form
AGE (YRS)	11 - 14	14 - 16	16 - 18
YEAR GROUP	Year 7 to 9	Year 10 to 11	Year 12 to 13
EXTERNAL EXAMINATIONS	Pupils choose options to study at IGCSE	IGCSE Exams Pupils choose options to study at A Level	AS & A2 Exams

Subject lesson allocation

The school works a 30 period week, where a period is one hour in length. In order to provide a strong and well balanced curriculum, two hours are given to tutor time every second Wednesday. This allows the school to deliver a robust PSHE and wellbeing course, in accordance with the DfE and National Association of PSHE. Every other Wednesday, these two hours are allocated to an Enrichment programme, designed to develop the 'whole child' and encourage pupils to become more confident and resilient, whilst exploring new opportunities and activities.

Curriculum Design

The Head of Secondary School assumes responsibility for the design of a curriculum that matches the school aims. AHTs and LPs are consulted regarding the best courses to offer and the success and appropriateness of existing courses. This is achieved through the SEF and meetings between the LP and Faculty AHT. AHTs are also asked to make recommendations for staff deployment to ensure specialists deliver lessons in KS4 and 5.



Studies at ages 11 - 14 (KS3 Curriculum)

From Years 7 - 9 (ages 11 - 14) students study the same range of subjects as Primary, with the addition of French from Year 7 (age 11). However, all lessons are taught by a series of subject specialists. Local regulations also require us to teach Spanish Language and Literature, Spanish Culture (C.C. Sociales) and Valencian to all pupils from Years 7-11. Non-native speakers are taught Spanish as a foreign language until such point as they are able to integrate into the first-language group.

In Year 9 the teaching of discrete science subjects are introduced so pupils have the opportunity of experiencing these standalone subjects before they are required to make their option choices for Year 10. Computing and German are also introduced in Year 9 for one lesson per week on a 6 week rotation system for the same reason.

Subject Allocations

Year 7

Subjects	Periods
English	4
Maths	3
Science	3
Art & Design	1
Computing / German	0
French	2
Humanities	3
Music	1
PE	2
Performing Arts	1
Spanish or Lengua	5
C.C. Sociales	1
Valencian	1
Enrichment*	2
PSHE / Wellbeing	2

Year 8

Subjects	Periods
English	5
Maths	4
Science	4
Art & Design	1
Computing / German	0
French	2
Humanities	3
Music	1
PE	2
Performing Arts	1
Spanish or Lengua	5
C.C. Sociales	1
Valencian	1
Enrichment*	2
PSHE / Wellbeing	2

Year 9

Subjects	Periods
English	5
Maths	4
Bio / Che / Phy	4
Art & Design	1
Computing / German	1
French	1
Humanities	3
Music	1
PE	2
Performing Arts	1
Spanish or Lengua	5
C.C. Sociales	1
Valencian	1
Enrichment*	2
PSHE / Wellbeing	2

* In Week 1 pupils participate in a varied Enrichment Programme. PSHE / Wellbeing Activities take place in Week 2.



Studies at Age 14-16 (KS4 Curriculum)

Choices at ages 14 - 16

A Careers Guidance Programme starts in Year 7 and focuses particularly on making choices in Term 1 in Year 9. Pupils are spoken to regarding the options available for them to study in KS4. This programme is managed by the Head of Careers with the support of the KS3 and 4 Leaders. An Options Evening is organised in Term 1 where the KS4 curriculum is introduced to parents. Parents and pupils have the opportunity to meet with subject teachers to discuss their child's suitability for individual subjects at GCSE level. Option blocks for GCSE are drawn up based on pupil and parent choices. Pupils are steered into appropriate subjects by senior staff and we are normally able to satisfy the majority of student choices. Checks are made against pupils' future plans.

KS4 Curriculum

From Year 10 (age 14), students continue with up to 9 subjects in preparation for the examinations of the Cambridge, Edexcel or AQA (International) General Certificates of Secondary Education (International GCSE) or GCSE. Most students are required to study English Language and English Literature, Mathematics, at least one Science and Spanish. In addition, they have a certain freedom to choose which subjects they prefer and feel will be the most useful for their future career. Further options, such as Business Studies, Computer Science, Drama, Dance, Economics and German are available at this stage. They also continue to follow the compulsory Spanish curriculum including C.C. Sociales and the Valencian language. Most teaching is in mixed-ability groups though pupils are set for English and Mathematics.

End of Stage Testing

IGCSE examinations are taken towards the end of Year 11, we do not enter pupils early for any subject following recent advice from universities in the UK. First Language Spanish students take IGCSE Spanish at the end of Year 11 and complete the full A-Level in Spanish at the end of Year 12.

In order to comply with Spanish regulations pupils are tested and awarded final grades in Lengua y Literatura, C.C. Sociales and Lengua Valenciana. Pupils also have the option of sitting the official **Elemental** exam in Valencian, offered by the Valencian Government.



"A" Level 16 – 18 (Sixth form / KS5 Curriculum)

Access to the "A" Level courses, Years 12 and 13, is normally only open to those students with at least five IGCSEs at grades A*-C Or 9-6. Grade B (or 6) or above is normally required in the specific subjects students wish to study.

In Term 1 of Year 11 students are provided with the Sixth Form Prospectus and a Careers Guidance Programme is launched to help pupils and parents make informed choices regarding potential option choices for KS5. This includes individual interviews with members of staff following completion of the CENTIGRADE programme which offers them individualised careers advice. Provisional choices allow us to generate option blocks that largely reflect the demands of the cohort. Final option decisions are not made until the publication of GCSE results in August, during the compulsory enrolment interviews organised between potential Y12 students, parents, members of the Leadership Group and Head of Sixth Form. Option choices are checked against pupils' future plans.

In their first year, students are advised to take 3 A Levels (they can take up to 4 A Level subjects) as well as classes in Enrichment, Selectividad and PSHE. There are examinations in all chosen subjects in the June sessions of Year 13. Success in these examinations gives access to university education worldwide. Pupils also have the option of sitting the official **Mitjà** exam in Valencian, offered by the Valencian Government.

Provisional A Level Year

We also offer a "Provisional A Level Year" to new Sixth Form students when we feel their English language skills are not sufficiently developed for them to reach their academic potential at A-level. An individual programme is drawn up for them concentrating on an intensive English programme, including one-on-one support. This is reviewed at the end of Year 12 and provided the student has acquired the requisite language skills to access A Level courses he/she is able to commence the normal two-year A Level programme the following September.

University Entrance and the Bologna Plan

Under the 1999 Bologna plan, the study of A levels is sufficient for our pupils to access universities in England, Spain and the rest of Europe. The Spanish Ministry of Education validates the studies of Pupils providing them with a "Credencial" with which they can apply for a University place in any Spanish University.

With increasing competition for particular courses and particular Universities the Spanish Ministry of Education now allows universities to demand more than the maximum 10/10 to gain entry. A maximum of two optional examinations, known as the "Parte Especifica" can be taken by students to add a potential two marks per subject to their existing score out of ten. This system has effectively raised the entrance requirements with many Universities requiring a higher mark out of 14.



Preparation for the Parte Especifica

As part of their studies in Years 12 and 13 pupils are given the option to study two additional subjects, taught in Spanish, in preparation for the Parte Especifica examinations at the end of Year 13. These subjects are offered in three groups depending on the career aspirations of the individual student. At present the option blocks are:

Humanities	Engineering / Science	Health Sciences
Geografía and	Matemáticas II and	Química and
Matemáticas Aplicadas or	Física	Biología

Enrichment Studies

As part of their time in Years 12 and 13 we offer a broad enrichment programme to complement students' academic studies. Students have the opportunity to sign up for a range of activities including Scuba Diving (Full PADI certification), Rock Climbing, Sports and Games, Investment Tracker, Critical Thinking, University Workshops, Duke of Edinburgh and Debating.

Extra Curricular Activities

We offer a range of lunchtime extracurricular activities which pupils can participate in. A broad and varied programme of extra-curricular activities is offered on alternate Wednesday afternoons to all pupils in Years 7-13.

A more detailed outline of the individual curriculum for every year group is updated annually on the website.

Quality First Teaching

QFT is at the heart of our curriculum to ensure all pupils have access to a well balanced and successful curricula. Teachers are expected to incorporate a wide range of teaching strategies and AFL techniques to deliver the curriculum effectively.



Speaking and Listening, Literacy and Numeracy

Speaking and listening skills are taught within the English curriculum but are the responsibility of all classroom teachers. Literacy is taught by the English department and supported through other subjects. Numeracy is taught within the Maths curriculum and the skills are reinforced within many other subjects.

Differentiation

The intake of King's College is non selective and therefore there is a wide range of abilities within each cohort. Faculties are expected to make provision for this within department schemes of work and staff are expected to take this into account in their teaching in a variety of ways.

In Year 13 more able students are encouraged to take on additional studies to support their university applications, such as the EPQ.

Digital Learning

To support the Digital Learning initiative that has been successfully implemented for many years, teachers are trained in the use of new technologies. Google Classroom and the broader suite of products is in use across all subjects and well embedded in day to day lessons. Teachers actively encourage the use of Chromebook within lessons and a whole suite of educational apps to establish digital literacy in our pupils. This is an important area of the curriculum that assists in developing skills for life.

Careers Education

In Year 9 advice is provided to help pupils make GCSE choices.

In Year 10 pupils are encouraged to take part in Work Experience for one week at the end of the second term. This is organised and managed by the Work Experience Coordinator.

In Year 11 advice is provided to help pupils make A Level choices. The Head of Careers speaks to the pupils in Form Time sessions; a brochure of sixth form courses is provided; and pupils can make individual appointments with a member of staff for advice on A Level choices and careers. When the pupils submit their choices a check is made against their future plans. Online "Fast Tomato" and "Unifrog" helps provide pupils with information on suitable career paths.

In the Sixth Form a programme is delivered in Year 12/13; personal tutors, the Head of Careers and Head of Sixth Form are all available to provide advice for the Pupils and discuss their future career paths with them. We have a specific Work Experience Coordinator who organises longer-term Work Placements for Sixth Formers.

PSHE

PSHE is taught as an integrated part of Form Time and during collapsed timetable days. Our wide-ranging PSHE and Wellbeing curriculum, includes Relationships and Sex Education and Careers Information and Guidance units. Content and delivery are monitored by the Key Stage Leaders who are supported by Assistant Key Stage Leaders, Form Tutors and Head of Careers.



Opportunities, responsibilities and experiences of adult life

The curriculum and wider school experience encourages pupils to acquire skills essential for adult life. Students are encouraged to take on student leadership roles in the form of house captains or acting as representatives on the student council. Our Senior students in Sixth Form are able to nominate themselves to positions of responsibility including Head Boy and Head Girl. We also run a buddy system whereby Sixth Form pupils help mentor and support younger students on a weekly basis. Our Sixth Formers also participate in a School Service programme whereby they may assist teachers deliver lessons or act as classroom assistants in the primary school. Work experience is usually organised in Years 10, 12 and 13, although we are reviewing the system this session to ensure further development of opportunities.

Skills

We wish to encourage the pupils to develop their C 21st skills and independent learning and thinking skills. To help achieve this, KS3-5 pupils have some elements of thinking skills delivered within their PSHE programme. Various strategies are used in classrooms to help students to develop these habits, such as de Bono's Thinking Hats, Thinking Maps and Bloom's Taxonomy.

SMSC

SMSC is embedded in all subject areas within the curriculum. We have a separate policy (Appendix 3) and each Faculty has its own policy, outlining how it is taught within discrete subjects.

Primary / Secondary School Curriculum Liaison

The Primary School is situated on the same physical site and provides the Secondary School with the vast majority of its intake. We believe it is important to make the transition between the two parts of the school as easy as possible and to gain the benefits of co-operation between the schools. Knowledge of the curriculum near the transition boundary is important as is discussion about how things should be taught in order to maximise the benefits to pupil learning. Staff from the other part of the school can be a useful resource for reference and possibly for delivering cross-school activities, lesson observation or teaching when timetabling and other considerations can allow. Secondary School teachers are often timetabled to teach lessons to Year 6 classes in English, Mathematics, Music and Science and we hold an annual "transition" Day in May during which the Year 6 pupils follow a structured programme in Secondary and our current Year 7s help to explain how Secondary School differs to the routine they are used to.

AHTs that exist in both schools are expected to maintain regular links with their counterpart in the Primary/Secondary school. The aims of these meetings are:

- To ensure that the overall aims of the departments of the separate parts of the school are compatible. Details to be kept in department handbooks.



- To give the Year/Subject Leader an overview of the scheme of work in each department with particular reference to years 5, 6, 7 and 8. The Secondary school department should hold a copy of the year 6 SOW in their handbook and the Junior School department the year 7 one for reference.
- To be aware of differentiation - in particular to share ideas for differentiation other than by outcome.
- Homework and the assessment and recording policy.
- To look at samples of work from these year groups to give an idea of standards achieved.
- To look for areas of duplication that can be avoided and to look for ideas of topics that are missing or perhaps things that can be recapped and extended in the Senior School or treated from another angle.
- To discuss ways that things are taught to make sure that they are compatible or to gain an understanding of the reason if they need to be different. (This may not be appropriate in all subjects and it is more probable that it will originate from Secondary school departments who are aware of technical details that would be better addressed in a different way at the earlier stage. Although it may also be an opportunity for Primary School staff to explain why they feel they have to do something differently.)
- To look at opportunities for cross school links within department areas such as: lesson observation; possible joint year 6, 7 events; Secondary School staff running an activity for year 6; teaching a 'one off' lesson or topic in the other school; staff from the other school judging competitions etc.

For all pupils entering the Secondary School from the Primary School, the results of end of KS2 tests together with CAT 4 scores are made available to staff.

External Links

To ensure our pupils are equipped with lifelong learning skills, we have made links with external agencies to support learning. These links include but are not limited to: Alicante based "Ocean Race" to deliver a 4 week Eco school Project, including two field trips and an action; EUIPO visit to see onsite what the company do and receive career talks; International COBIS competitions to achieve in debating, sporting and musical events; Warwick University personalised application support.

We are constantly reviewing and actively seeking out links and opportunities within the wider community to ensure our pupils are ready for life beyond school and to offer a broader and more meaningful curriculum.

Written by: SWI September 2011	Reviewed and updated by: LHA September 2019
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King's College
The British School of Alicante

Curriculum Policy and Procedures



Appendix A – 2019/20 Year 10 Curriculum

Compulsory Subjects

INTERNATIONAL GCSE SUBJECTS

English Language & Literature	Mathematics	Spanish Or Lengua y Literatura Castellana
5 PERIODS	5 PERIODS	3 PERIODS

COMPLEMENTARY SUBJECTS

C.C. Sociales	Lengua Valenciana	Physical Education
1 PERIOD	1 PERIOD	1 PERIOD

Compulsory subjects are studied by all pupils; these are not optional. Pupils will be placed in the appropriate Spanish group based on teacher-assessment of their language skills. Students in mathematics are placed in groups based on their performance in Year 9 and CAT 4 scores though all groups aim to sit the Higher paper. It is also compulsory to choose a minimum of ONE science subject (Biology / Chemistry / Physics) from the optional subjects below.

Optional International GCSE Subjects

A	B	C	D
Physics	Physics	Art	Geography
Dance	PE	Drama	Computer Science
Economics	Biology	Physics	Chemistry
Chemistry	German	Chemistry	Business Studies
Biology	French	History	Biology
French	History	Business Studies	Music
3 lessons	3 lessons	3 lessons	3 lessons

One subject must be chosen from each block. One subject MUST be a science subject (Biology / Chemistry / Physics /).



Appendix B – 2019/20 Year 11 Curriculum

Compulsory Subjects

INTERNATIONAL GCSE SUBJECTS

English Language & Literature	Mathematics	Spanish Or Lengua y Literatura Castellana
5 PERIODS	5 PERIODS	3 PERIODS

COMPLEMENTARY SUBJECTS

C.C. Sociales	Lengua Valenciana	Physical Education
1 PERIOD	1 PERIOD	1 PERIOD

Compulsory subjects are studied by all pupils; these are not optional. Pupils will be placed in the appropriate Spanish group based on teacher-assessment of their language skills. Students in mathematics are placed in groups based on their performance in Year 9 and CAT 4 scores though all groups aim to sit the Higher paper. It is also compulsory to choose a minimum of ONE science subject (Biology / Chemistry / Physics) from the optional subjects below.

Optional International GCSE Subjects

A	B	C	D
Physics	Physics	Art	History
Chemistry	Business Studies	German	French
Biology	Geography	Computer Science	Drama
	French	Chemistry	Biology
		Economics	PE
			Business Studies
3 lessons	3 lessons	3 lessons	3 lessons

One subject must be chosen from each block. One subject MUST be a science subject (Biology / Chemistry / Physics /).

Appendix C – 2019/20 Year 12/13 Curriculum

Optional GCE A Level (AL) Subjects

A	B	C	D
French	Physics	History	Maths
Maths	PE	Physics	Physics
Chemistry	Maths	Biology	French
Chemistry	English Literature	Spanish	Business Studies
Art	History of Art	Economics	Geography
Politics	Computer Science	Further Maths	German
5 Periods + 1 Tutorial			

Students may choose only one subject per vertical option block. Year 12 students must normally study at least 3 A levels (which may include Spanish/Lengua). Students study each of Options A-D over two years and are normally entered for A2 qualification in Year 13. The maximum number of UCAS points is based on that subject being taken to A2 level at the end of Year 13. **Option choices may not be changed after the first four weeks of school.** Any student wishing to discontinue a subject in Year 13 must discuss this with their Year Leader and subject teacher and receive final approval from the Deputy Head of Secondary (Academic).

A range of complementary studies are organised in order to offer you a broader education and prepare for Parte Especifica exams that may be required by some Spanish Universities. Selectividad courses for Parte Especifica examinations are **COMPULSORY** if you are applying to Spanish University. If pupils wish to apply to Spanish university, they should opt for at least one Parte Especifica subject.



Appendix D

Spiritual, Moral, Social and Cultural Education

Introduction

At King's College, the British School of Alicante, we recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. As our school philosophy states:

'Our prime motivation is to provide an environment of excellence and high achievement. Our students are given access to the highest level of academic tuition, and are provided with every opportunity to develop their personal and social skills to prepare them to take their place in society as educated, thoughtful and responsible citizens'.

We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

There are five parts to the SMSC regulations, as laid out by the ISS Regulations 2003, which are shown below:

- (2a) Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- (2b) Enable pupils to distinguish right from wrong and to respect the law
- (2c) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- (2d) Provide pupils with a broad general knowledge of public institutions and services in England
- (2e) Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions

All curriculum areas have a contribution to the child's spiritual, moral, social and cultural development and opportunities for this are explored within the curriculum. The diversity of spiritual traditions are recognised, and pupils are given access to alternative views.

All staff model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children learn to differentiate between right and wrong in as far as their actions affect other people. They are encouraged to value themselves and others.



Children should understand their rights and responsibilities and the need to respect the rights of others. School and classroom charters promote responsible behaviour. All curriculum areas seek to use illustrations and examples drawn from as wide a range of

cultural contexts as possible. This is reflected in the teacher's planning and learning resources.

General Aims

We aim to ensure:

1. That everyone connected with the school is aware of our values and principles
2. A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
3. That pupils' education is set within the context that is meaningful and appropriate to their age, aptitude and background
4. That pupils have a good understanding of their responsibilities

Moral Development

Pupils are instilled with an understanding of the difference between right and wrong. Moral development aims to enable students to make judgments on moral issues by applying moral principles, insights and reasoning. They should be able to recognise moral issues, articulate their own attitudes, and take responsibility for their own actions, behaving consistently in accordance with their principles.

Spiritual Development

Spiritual development relates to fundamental questions about the meaning and purpose of life which affects everyone, and is not dependent on a religious affiliation. It is synonymous with what it is to flourish as a human being. It is grounded in knowledge and understanding of what human beings are.

Social & Cultural Development

The school has a strong pastoral system which constantly reinforces standards of behaviour and interaction with others in order to underline how understanding of and respect for others is essential for a well-ordered society. Pupils are taught about the cultural and social differences between individuals and groups. They are taught that they should try to understand these differences, be tolerant where the beliefs and practices of others come into conflict with their own beliefs and celebrate the diversity of the communities in which they live as a strength, not as a reason for conflict and tension. School trips and visits, especially overseas, help to reinforce pupils' awareness and understanding of other cultures.

Spiritual, Moral, Social & Cultural Development in school



Spiritual, moral, social and cultural dimensions run across all curriculum areas and through school life. All members of the school are responsible for encouraging the development of these dimensions on a day to day basis.

There are three areas of school life, inseparable and yet distinct, in which there arise opportunities to develop pupils spiritually and morally:-

- through the general ethos of the school
- through the teaching across the curriculum
- through school assemblies

Through classroom discussions we give our pupils opportunities to:

- Share their achievements and successes with others
- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others, truth and property
- Develop a sense of belonging
- Exhibit skills and attitudes e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc
- How beliefs and commitment to them contribute to personal identity
- Develop a sense of awe and wonder: being inspired by the natural world, mystery and human achievement
- Demonstrate a readiness to reflect on 'difficult' questions and respond to the challenging experiences of life, including an awareness of the response offered by religious faith
- Evidence an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences, the development of self respect
- Display a continuing willingness to express inner thoughts and feelings through the creative arts, recognising the importance of imagination, intuition and inspirations
- Understand the importance of emotions, which can appreciate beauty or respond to injustice, and which lead to a real human maturity
- Value the worth of every individual and so developing a sense of community and the ability to build up relationships
- Show an awareness that moral behaviour comes as much from regulation from within as conforming to outside rules



- Indicate a readiness to engage in open discussion and to learn about moral issues so that there is regular involvement in the process of decision making
- Manifest a recognition that either asking for or offering forgiveness is a necessary step towards restoring broken relationships
- Convey knowledge of codes and conventions of conduct

The Curriculum

The knowledge and understanding essential to make responsible reasoned judgments should be developed through all subjects of the curriculum. Questions about the origins of the universe, whether life has a purpose and the nature of proof will occur in many curriculum areas. In many subjects moral dilemmas of various kinds will arise as points of

discussion. Teachers use these opportunities to encourage an open minded and critical examination of the issues involved. PSHE lessons deal specifically with many of the moral and ethical issues faced by young people today. The school explores many of the major religions and aims to foster a better understanding of them. Pupils of other faiths are encouraged to share their experience of them.

Faculties provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- Agree and disagree
- Experience good role models
- Take turns and share equipment
- Work cooperatively and collaboratively

Practical activities to develop SMSC include:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at patio and meal times
- Taking responsibility e.g. class monitors, sixth form post holders, house captains, school council representatives etc
- Encouraging teamwork in PE, house events, extra curricular activities and games
- Showing appreciation of the performances of other children regardless of ability
- Hearing music from different composers, cultures and genres
- Meeting people from different cultures and countries
- Participation in a variety of different educational visits
- Participation in live performances
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians



- Opportunities in music to learn songs from different cultures and play a range of different instruments
- Studying the contributions to society that certain famous people have made

Links with the wider community

- Visitors are welcomed into our school
- The school regularly support the work of a variety of charities and raise money for their causes
- Children are taught to appreciate and take responsibility for their local environment.
- Close liaison between both schools and inter school competitions

Monitoring and evaluation

- Provision for SMSC is monitored and reviewed on a regular basis by our AHT in charge of co curricular
- Monitoring of teaching and learning and work scrutiny by SLT and LPs
- Regular discussions at staff meetings