

SMSC, Citizenship, PSHE and British Values

Here at QEMS we aim to prepare our students to become good citizens of the future. We aim to ensure that every student leaves with not only outstanding results, but with the skills and understanding of the world around them, enabling them to be successful and thrive. Through our curriculum we teach students British values and how to celebrate diversity. We aim to raise their awareness of radicalisation and extremist views, whatever the source. We have adopted the principles and advice found in 'Keeping Children Safe in Education 2015' and the 2011 'Prevent Strategy'. These are incorporated into our school policy on tackling extremism.

At QEMS we aim to ensure;

- That everyone connected with the school is aware of our values and principles
- A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- That a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background
- That children have a good understanding of their responsibilities
- That we 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
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.
- That all students receive PSHE and Citizenship sessions in an age appropriate setting

We will give the children opportunities to,

- Share their achievements and successes with other
- 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
- Develop a sense of belonging

Practical activities to develop these skills will include:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at meal times
- Taking responsibility e.g. form reps
- Encouraging teamwork in PE 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 to make and evaluate food from other countries
- Opportunities in music to learn songs from different cultures and play a range of instruments
- Studying the contributions to society that certain famous people have made.

Spiritual Development

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life

Moral Development

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of other
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements
- Take action for justice

Social Development

- Develop an understanding of their individual and group identity
- Helping others in the school and wider community

Cultural Development

- Recognise the value and richness of cultural diversity in Modern Britain
- Develop an understanding of Modern Britain's local, national, European, Commonwealth and global dimensions.

The Department for Education states that there is a 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”.

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We are actively promoting British values in the following ways:

DEMOCRACY

- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve students. Children also have the opportunity to have their voices heard through student questionnaires and student surveys.
- The principle of democracy is explored in the curriculum as well as during assemblies and special days. As well as voting in their form representatives and the head boy and girl.

- Our new school behaviour policy involves rewards which the students have discussed.
- QEMS students have had active involvement in the selection processes of new staff.

RULE OF LAW

- Our school follows 'Core Rules', which are integral to our learning and ethos every day. These School rules and expectations are clear, fair and regularly promoted.
- Students are always helped to distinguish right from wrong, in the classroom, during assemblies and during social time.
- Students are encouraged to respect the law and QEMS enjoys visits from authorities such as the Police, Fire Service, Ambulance, etc. to help reinforce this message
- The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to students, staff and parents and carers.

INDIVIDUAL LIBERTY

- Within school, students are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. eg. by signing up for extra-curricular clubs.
- Students are supported to develop their self-knowledge, self-esteem and self-confidence.
- Students are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.
- Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHE lessons.
- Vulnerable students are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed.

MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

- Respect is one of the core values of our school. The students know and understand that it is expected that respect is shown to everyone, adults and children.

- Students are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and students are encouraged to challenge prejudicial or discriminatory behaviour.
- Links and visits are promoted with local faith communities and places of worship.
- Through the PSHE and RE curriculums students are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE.
- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our Creative Curriculum topics.

Resources for students and parents

Promoting British Values Government guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Newsround - <http://www.bbc.co.uk/newsround>

The day - <http://theday.co.uk/>

How the directorates are promoting SMSC:

Communications

English

Through the design of lessons which encourage active participation, creativity, reflection and independence, it is our aim that students deepen their consciousness of spiritual, moral, social and cultural aspects of the world and themselves

Spiritual development in English involves students acquiring insights into their own personal existence through reflections on a range of both literary and non-literary works. They frequently explore spiritual attitudes and values through texts such as *Romeo and Juliet*, *Poetry from Different Cultures* and *Macbeth*. Students are provided with opportunities to reflect on their own life and the lives of others using diaries, journals, letters and biographies. By empathising with characters, students develop a growing understanding of how ideologies contribute to their own, and others', personal identity.

Moral development in English involves students exploring the themes and ideas in a range of texts which equips them with the knowledge and ability to question and reason. Through their study and discussion of literature, students develop a deeper understanding of issues of right and wrong and are encouraged to debate and challenge these. Moral aspects are explored during the study of texts such as *An Inspector Calls*, *Macbeth*, *Darkside* and *Private Peaceful*. Tasks are designed to encourage students to engage and empathise with characters; understand the consequences of actions taken; and relate situations in texts to their own lives. By articulating their own attitudes and values, students are then able to extend their moral and emotional understanding.

Social development in English involves students reading novels and short stories that offer perspectives on society and the community and their impact on the lives of individuals. Students are provided with opportunities to read texts that portray issues and events relating to contemporary life or past experience in ways that are interesting and challenging. In regularly taking different roles in group discussions, students are introduced to ways of negotiating consensus or agreeing to differ. A key principle is to ensure a meaningful interrelationship between oracy and thinking skills –so that students are more thoughtful in their attitudes and behaviour and more sensitive in their judgments and interpretations. A range of skills enabling the students to work and socialise with others from different backgrounds and beliefs are encouraged and developed in many areas of our English Curriculum. Group work and communication skills are explicitly taught from Year 7 onwards. Students are engaged in the preparation and production of individual and group presentations on a whole range of topics, some involving role play. For example, in Year 8, students work in teams to compete with others during the Dragon's Den scheme for Learning.

Cultural development in English involves short stories and plays being selected which encourage students to empathise with the feelings and experiences of others in order to develop their understanding of other people's attitudes, ideas and behaviour. Students develop sensitive awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns, feelings and commitments of others through poetry, drama, non-fiction and novels.

Examples of Spiritual, Moral, Social and Cultural Education in **English** include:

- Students being given the opportunity to compare their own culture and community with that which is different
- Students becoming aware of how different societies function and different social structures
- Students addressing issues of discrimination (race/gender/age) within texts
- Students being given the opportunity to develop empathy for characters and understand the feelings and emotions of characters in the text
- Students being encouraged to make reasoned judgements on moral dilemmas that occur in texts
- Students covering intangible concepts such as love, beauty and nature in poetry
- Students thinking through the consequences of actions – e.g. advertising, charitable campaigns or sensationalism in the media.

MFL

Spiritual development at QEMS in MFL comes indirectly through the study of people and places where French and German are spoken. Students have the opportunity to ponder the number of different and similar ways that people have developed to express themselves. Students also look at the simplicity and the complexity of these ideas and the ways in which we construct our sentences.

Moral education at QEMS in MFL concerns students using their language skills to express their opinions on a range of issues. Students are able to consider other peoples' responses to moral issues.

Social education at QEMS in MFL centers on communicating for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and learning together in the classroom.

Cultural education at QEMS is achieved through students valuing all languages and therefore learning to understand and respect other people. Students engage with authentic materials including new media, songs, literature and art.

Examples of Spiritual, Moral, Social and Cultural Education in **Modern Foreign Languages** include:

- Looking at cultural festivals for example Christmas and seeing how these are celebrated in different countries as well as looking at festivals such as Poisson d'avril in France
- Celebrating the European Day of Languages through assemblies and lesson activities
- Aiming to breakdown stereotypes and looking at the similarities as well as the differences between countries and cultures

- Students taking part in educational visits to Germany to give students the opportunity to experience another culture and speak another language
- Allowing students to develop an appreciation of theatre, music, art and literature by listening to French and German music and watching French and German films.
- Encouraging student involvement in debates and discussions on healthy lifestyles, environmental issues, and education

Design Technology and Enterprise

Business Studies

Spiritual development within Business Studies involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws, helping student's to develop empathy, understanding and compassion; allowing them to take into consideration other peoples aims, values, principles and beliefs.

Moral development within Business Studies involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices. Students look at fair trade products and ethical trading initiatives (ETI). Students investigate the impact of a business's action upon society and the local community in which they operate, considering the political, social, environmental and technological issues arising as a result of a business decision. Students are encouraged to reflect on their own beliefs and knowledge to distinguish between what is right and wrong.

Social development within Business Studies involves students being encouraged to develop their team working skills through collaborative work and research. The students explore the concept of teams and the roles that individuals have to play and how this can impact upon a business. In the HR unit students look at interpersonal and communication skills. Students work collaboratively to understand new concepts and share information and also have the opportunity to take on a leadership role.

Cultural development within Business Studies involves students being given the chance to see how the functions of a business operate. Students look at the changes within society and how they may impact on businesses. Students look at the EU and how this impacts upon business trade, they are encouraged to explore the wealth of different countries and how developed they are and consider the effects this will have upon businesses.

Examples of Spiritual, Moral, Social and Cultural Education in **Business Studies** include:

- Students looking at the moral issues associated with business promotion and advertising and considering what the "correct" conduct is for a business to undertake
- Students considering the impact that various businesses both local and national will have upon their local areas and communities
- Students looking at the impact that businesses have upon the different stakeholders who have an interest in the way that a business operates

- Students investigating business ethics and considering the ethical boundaries in which businesses must operate within
- Students looking at the cultural differences between different customer groups which businesses may be targeting their products/services towards and how these differences will impact upon sales
- Students looking at the issues of unemployment and economic factors relating to businesses, and thinking about how these external factors will have an impact upon society
- Students considering the costs and benefits to society and the wider community as a result of business decisions

ICT

Spiritual education at LFATQEMS in ICT provides opportunities for reflection of awe and wonder about the achievements in ICT today and the possibilities for the future.

Moral education LFATQEMS in ICT helps students to explore aspects of real and imaginary situations and enables them to reflect on the possible consequences of different actions and situations. It can raise issues such as whether it is morally right and fair that some people in this country and in other countries cannot use the internet. Through real life case studies, students also consider issues surrounding the misuse and access rights to personal data. E safety.

Social education at LFATQEMS ICT involves collaborative work which encourages social development. ICT can also help all students to express themselves clearly and to communicate. As students' progress through their learning they will consider more complex social needs and are encouraged to research and work collaboratively to find appropriate solutions to issues that may affect particular groups within society.

Cultural education at LFATQEMS ICT involves the breaking through of linguistic and cultural barriers. It is possible to e-mail or chat across the world and to word process in their first language. ICT creates new opportunities to communicate using social networks. Students are also challenged to think about how differing cultures access and use the internet and what implications this has on the individual and the culture.

Examples of Spiritual, Moral, Social and Cultural Education in **Information Communication**

Technology include:

- Using the internet to ensure that every student makes use of e-mail facilities to collaborate and work with other students.
- Students exploring moral issues relating to access when considering the use of large information systems e.g. who should know about criminal records. Data protection act.
- Students gaining access to information and resources through CD ROM and the Internet, and learning about technological developments throughout history.
- Understanding the use of and limitation of automatic foreign language translators in the understanding of other cultures
- Considering the potential use of loyalty cards and similar systems, to consider people's rights and responsibilities.

DT

Spiritual education at LFATQEMS involves giving students the opportunity to reflect on, and wonder at the contribution of past generations and designers considering both the simple and complex nature of the made world and the huge variety of resources available to them.

Moral education at LFATQEMS involves understanding that decisions taken when designing and making products can have both positive and negative effects on environments.

Social education at LFATQEMS in Design Technology encourages students' to co-operate and work together through activities such as designing and making. It also provides students with the opportunity to create something unique and helps students to analyse products in terms of how they meet the needs of various target groups, their aesthetic value as well as their economic effectiveness. This creates awareness that simple solutions can be used to solve complex problems. It can enhance their ability to respect ownership and to resist destructive behaviour.

Cultural education at LFATQEMS in Design Technology allows students the opportunity to appreciate products from their own culture and from other cultures and compare similarities and differences between how things were made in the past compared with how they are made today.

Examples of Spiritual, Moral, Social and Cultural Education in Design Technology include

- Students producing a wide range of food dishes from various cultures enabling them to appreciate cultural, geographical and lifestyle changes that have created this diversity
- Teachers demonstrating the Computer Aided Manufacturing (CAM) process and students comparing and contrasting CAM with traditional methods of manufacture
- Wondering at the contribution of past generations to modern manufacturing techniques
- Students analysing a range of manufactured products and considering issues of recycling, fair trade and organic production
- Working together in teams
- Discussing the constraints of materials and relevant inventions to the design process and discussing the number and range of countries which produce for markets all over the world today

Maths and Science

Science

Study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students will learn essential aspects of the knowledge, methods, processes and uses of science. They will gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.

Students will study the sciences in ways that help them to develop curiosity about the natural world, that give them an insight into how science works and that enable them to appreciate its relevance to their everyday lives. The scope and nature of the study will be broad, coherent, practical and satisfying. It will encourage students to be inspired, motivated and challenged by the subject and its achievements.

In KS3 Students will study a mix of all three sciences with a focus on developing the skills and knowledge fundamental to understanding and exploring the world around us.

Students in key stage 3 will also have the chance to join our STEM club. STEM club at QEMS is an after school session that gives students the chance to explore aspects of science, technology, engineering and maths. The aim of STEM club is to not only promote practical, leadership and team building skills, but to increase confidence and interest in STEM subjects.

Activities in STEM club range from maths puzzles to robotics, engineering projects to chemistry experiments, even investigating the universe through astronomy! Anything that falls within the STEM subjects is a possibility and there is something for all KS3 students to enjoy.

During Key stage 4 students will follow either a double award or triple award route. Students who follow the double award will study a mixture of biology, chemistry and physics and will achieve two identical grades at the end of year 11. The assessment will take the form of 6 exams to be taken in June of year 11. Students who follow the triple science route will have to pick science as an option in year 9 and will complete further in depth study of the three sciences, students will be awarded an individual 1-9 grade for each science. Assessment will take the form of 3 exams for each subject, making 9 in total.

Maths

Spiritual education at QEMS involves the awe and wonder of mathematics that is shown to children. Mathematics can be used to explain the world and the mathematical patterns that occur in nature such as the symmetry of snowflake patterns or the stripes of a tiger. There is a sense of wonder in the exactness of mathematics as well as a sense of personal achievement in solving problems.

Moral education at QEMS concerns the use and interpretation of data that is becoming more common in society. Students are given the opportunity to be aware of the use and misuse and misrepresentation of data in all issues including those supporting moral argument.

Social education at QEMS in Maths concerns students being given the opportunity to work together. Experimental and investigative work provides an ideal opportunity for students to work collaboratively.

Cultural education at QEMS concerns the wealth of mathematics in all cultures and the opportunities students are given to explore aspects of personal culture and identity through mathematics. Recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures. Students also discuss the use of mathematics in cultural symbols and patterns especially those used for celebration purposes in some cultures.

Physical and Creative Arts

Art, Music, Drama, Expressive Arts and Performing Arts

Spiritual education in QEMS Physical and Creative Arts directorate is encouraged in every lesson through a creative practical experience providing the students to respond through emotion in a creative way. Students learn through visual, audio and kinaesthetic modelled examples which then

allow the students to respond creatively with feeling, mood and emotion. Students are given opportunities to experience awe and wonder in all lessons and are encouraged to respond to practitioners in their outcomes.

Moral education in QEMS Physical and Creative Arts directorate is encouraged by students expressing their own beliefs to moral dilemmas and emotions. The students are given opportunities to explore a diverse range of units that allow students to respond in such a way. Practitioners are explored in relation to these units and students are encouraged to respond critically producing a practical realisation reflecting fully on experiences learnt/explored.

Cultural education in QEMS Physical and Creative Arts directorate is explored throughout all subjects. Art works, performers, composers, actors are explored within every unit of work. Students have the opportunity to respond to these stimuli and to draw upon these experiences to influence their own work as well as being able to make connections between different cultures. Students are encouraged to explore aspects of their own culture and begin to recognise, and appreciate differences in music, drama and art from different times and places.

Examples of Spiritual, Moral, Social and Cultural Education in QEMS include:

- Unit 1 Expressive Arts; Responding to the work of practitioners.
- Unit 2 Expressive Arts; Responding to an emotive – Conflict
- Unit 3 Expressive Arts; Responding to a commission for a specific community
- Drama Year 7; Bullying
- Drama Year 8; Homeless
- Music Year 7; Tango
- Music Year 7; Musical Cycles
- Music Year 8; Unit 1, Blues
- Music Year 8; Unit 4, Reggae
- Performing Arts Unit 1, topic 1; 911
- Performing Arts Unit 1, topic 2; Homeless
- Performing Arts Unit 1, topic 3; Bullying

Physical Education

Spiritual education at QEMS involves pupils developing a variety of skills, e.g. performing a sequence in gymnastics, which allows the pupils to express their feelings and emotions as well as be amazed by what their bodies can achieve.

Moral education at QEMS PE concerns pupils having the opportunity to understand how PE can influence their healthy living and lifestyle. PE highlights the advantages of health and lifestyle through team sports and health related fitness. Pupils are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is.

Social education at QEMS involves pupils having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Pupils are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and team work.

Cultural education at QEMS in PE means pupils are given the opportunity to learn games and dances from different traditions, including their own as well being able to appreciate the differences between male and female roles within sport.

Examples of Spiritual, Moral, Social and Cultural Education in PE include:

Pupils reflecting on values surrounding competition which includes 'winning at all costs' as well as sportsmanship and fair play

Pupils learning to handle success and defeat with dignity

Giving time for focus group discussions on lesson objectives and outcomes as well as listening to other people's opinions and giving feedback

Pupils being introduced to tactics and strategies in sport

Pupils developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules

Pupils discovering the role of sport and dance in society and the arts as well as learning dances from different traditions

Pupils becoming aware of different cultural attitudes towards aspects of physical activity

Humanities

Geography

Spiritual education at QEMS in Geography inspires awe and wonder at the natural world: both at the physical and human features. It also inspires wonder of the natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate. It also includes the effect that the environment continues to have on settlement and peoples' daily lives.

Moral education at QEMS Geography provides opportunities for students to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries for example river pollution. Issues of justice, fairness and democracy are central and can be debated in terms of students' own experiences as well as using geographical issues as contexts.

Social education at QEMS in Geography involves the study of real people in different societies. In looking at their own locality and others in the world, students' sense of identity and community can be strengthened.

Cultural education at QEMS involves the study of real people in real places in the present. It provides opportunities for multi-cultural education through recognising commonalities and differences. It also encourages students to reflect on their own personal reality of sense of space.

Examples of Spiritual, Moral, Social and Cultural Education in Geography include:

- Students learning the power of the Earth's forces, for instance the effects of earthquakes and their impact on people
- Understanding the threats to the planet now and in the future, including global warming
- Students understanding and debating the conflicting values of tourism
- Students discussing the consequences of globalisation and its impacts on workers and their possible exploitation.
- Students discussing the changing urban environments as well as discussing people in the decision making process

History

Spiritual education at QEMS in History involves the mystery of how and why events in the past happened and their many causes, and helping students to a realisation that events did not have to happen that way, they could have taken other directions. It also involves realising the incredible significance that some individuals have had in the past, the distortions that can take place through time and the multitude of different interpretations that can be made about one single event.

Moral education at QEMS in History involves students being encouraged to comment on moral questions and dilemmas. History is a story of right and wrong and students develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation.

Social education at QEMS in History encourages students to think about what past societies have contributed to our culture today. Students own social development is encouraged through working together and problem solving. History also has a role to play in helping people to express themselves clearly and communicate better.

Cultural education at The Radcliffe School involves students developing a better understanding of our multicultural society through studying links between local, British, European and world history.

Examples of Spiritual, Moral, Social and Cultural Education in History include:

- Students being given the opportunity to explore the beliefs and values from past societies and from a range of different countries. They are then able to use this information to compare and contrast with their own values and beliefs and also those of Modern Britain
- Students questioning the moral codes of different societies
- Students exploring the nature of slavery and the slave trade in the 18th and 19th centuries. They compare the values with their own beliefs about rights and slavery
- Students exploring why men joined the army in 1914 and the issues of right and wrong in fighting for your country
- Students producing an information poster on Jack the Ripper

SMSC and British Values audit 2015	Yes	No	Schemes for learning
Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible		✓	
Exploring the values and beliefs of themselves and others: Is shown by pupils' own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values		✓	
Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences	✓		Anti-bullying assemblies
Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning	✓		Student led assemblies – Performing Arts
Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues		✓	
Recognising right and wrong and applying it: Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives		✓	
Understanding the consequences of actions: Is shown by pupils' understanding of the consequences of their actions		✓	
Developing personal qualities and using social skills: Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	✓		Sporting events with other schools Students working with primary school students – Primary Challenge and Induction days
Participating, cooperating and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively		✓	
Understanding how communities and societies function: Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels		✓	
Exploring, understanding and respecting diversity: Is shown by pupils' 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 attitudes towards different religious, ethnic and socio-economic groups in the local, nationals and global communities			
Participating in and responding to cultural activities: Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities	✓		House Music House Sport Primary Challenge Tingling Tango
Understanding and appreciating personal influences: Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage		✓	
British Values criteria 2015			
An understanding of how citizens can influence decision-making through the Democratic process.	✓		Head boy/girl elections
That living under the rule of law protects individual citizens and is essential for their wellbeing and safety.	✓		Assemblies – fire and police re fireworks Summer Watch
An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain Independence.		✓	
An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.		✓	
An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.		✓	

Citizenship criteria 2015	Yes	No	Schemes for learning
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.		✓	
The operation of Parliament, including voting and elections, and the role of political parties	✓		Head boy/girl elections
The precious liberties enjoyed by the citizens of the United Kingdom		✓	
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals		✓	
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	✓		Asda Stars Children In Need Sport Relief Bands Against Bullying Charity Days
The functions and uses of money, the importance and practice of budgeting, and managing risk.		✓	
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press		✓	
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.		✓	
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom		✓	
Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.		✓	
Human rights and international law		✓	

The legal system in the UK, different sources of law and how the law helps society deal with complex problems.		✓	
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding		✓	
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity		✓	
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.		✓	

Citizenship criteria 2015	Yes	No	Schemes for learning
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.	✓		The external environment – government legislation, tax, inflation, economics
The operation of Parliament, including voting and elections, and the role of political parties		✓	
The precious liberties enjoyed by the citizens of the United Kingdom		✓	
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals		✓	
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities			
The functions and uses of money, the importance and practice of budgeting, and managing risk.	✓		Business start up, cash flow, profit and loss account start up costs and running costs
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press		✓	
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.		✓	
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom		✓	
Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.	✓		International trade, understanding the importance of EU membership
Human rights and international law		✓	

The legal system in the UK, different sources of law and how the law helps society deal with complex problems.	✓		Employment legislation
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding		✓	
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	✓		Social enterprise businesses
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.	✓		Internal and external sources of finance

SMSC and British Values audit 2015	Yes	No	Schemes for learning
Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible			
Exploring the values and beliefs of themselves and others: Is shown by pupils' own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values			
Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences	✓		Fan break – During the lessons students choose a topic that they wish to discuss with the rest of the class. Topics can vary from current news issues or personal interest
Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning	✓		Creating own business
Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues	✓		Fan break – During the lessons students choose a topic that they wish to discuss with the rest of the class. Topics can vary from current news issues or personal interest
Recognising right and wrong and applying it: Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives			
Understanding the consequences of actions: Is shown by pupils' understanding of the consequences of their actions			
Developing personal qualities and using social skills: Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	✓		Controlled assessment research where contact has to be made with individuals the students have never meet before
Participating, cooperating and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively		✓	
Understanding how communities and societies function: Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels		✓	
Exploring, understanding and respecting diversity: Is shown by pupils' 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 attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities			
Participating in and responding to cultural activities: Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities		✓	
Understanding and appreciating personal influences: Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage		✓	
British Values criteria 2015			
An understanding of how citizens can influence decision-making through the Democratic process.		✓	
That living under the rule of law protects individual citizens and is essential for their wellbeing and safety.	✓		Employment legislation
An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain Independence.		✓	
An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.			
An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.			

SMSC and British Values audit 2015	Yes	No	Schemes for learning
Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible	✓		All schemes throughout Years 7 and 8. Exploring: basic drama skills, pirates, howling lodge, bullying, Peter Pan, murder mystery, vocal exercises, melodrama, homelessness and music and media. Students are given the opportunities to produce practical performances based on these units
Exploring the values and beliefs of themselves and others: Is shown by pupils' own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	✓		Year 7 – bullying Year 8 – homelessness, murder mystery and melodrama
Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences	✓		All schemes throughout Years 7 and 8. Exploring: howling lodge, bullying, murder mystery, vocal exercises, melodrama, homelessness. Students are given the opportunities to produce practical performances based on these units and reflect on their experiences.
Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning	✓		All schemes throughout Years 7 and 8. Exploring: basic drama skills, pirates, howling lodge, bullying, Peter Pan, murder mystery, vocal exercises, melodrama, homelessness and music and media. Students are given the opportunities to produce practical performances based on these units. Drama is active and based about practical performance
Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues	✓		Year 7 – bullying Year 8 – homelessness, murder mystery and melodrama
Recognising right and wrong and applying it: Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	✓		Year 7 – bullying Year 8 – homelessness, murder mystery and melodrama
Understanding the consequences of actions: Is shown by pupils' understanding of the consequences of their actions	✓		Year 7 – bullying Year 8 – homelessness, murder mystery and melodrama
Developing personal qualities and using social skills: Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	✓		Year 7 – bullying Year 8 – homelessness, murder mystery and melodrama

<p>Participating, cooperating and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively</p>	✓		<p>All schemes throughout Years 7 and 8. Exploring: basic drama skills, pirates, howling lodge, bullying, Peter Pan, murder mystery, vocal exercises, melodrama, homelessness and music and media. Students are given the opportunities to produce practical performances based on these units.</p>
<p>Understanding how communities and societies function: Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels</p>	✓		<p>All schemes throughout Years 7 and 8. Exploring: basic drama skills, pirates, howling lodge, bullying, Peter Pan, murder mystery, vocal exercises, melodrama, homelessness and music and media. Students are given the opportunities to produce practical performances based on these units.</p>
<p>Exploring, understanding and respecting diversity: Is shown by pupils' 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 attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>	✓		<p>Year 7 – bullying Year 8 – homelessness, murder mystery and melodrama</p>
<p>Participating in and responding to cultural activities: Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p>	✓		<p>All schemes throughout Years 7 and 8. Exploring: basic drama skills, pirates, howling lodge, bullying, Peter Pan, murder mystery, vocal exercises, melodrama, homelessness and music and media. Students are given the opportunities to produce practical performances based on these units.</p>
<p>Understanding and appreciating personal influences: Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p>	✓		<p>Year 7 – bullying Year 8 – homelessness, murder mystery and melodrama</p>
British Values criteria 2015			
<p>An understanding of how citizens can influence decision-making through the Democratic process.</p>		✓	
<p>That living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p>		✓	
<p>An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army</p>		✓	

can be held to account through Parliament, others such as the courts maintain Independence.			
An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.		✓	
An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.	✓		Year 7 – bullying Year 8 – homelessness, murder mystery and melodrama

Citizenship Audit 2015 Subject/ area: Drama

Citizenship criteria 2015	Yes	No	Schemes for learning
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.		x	
The operation of Parliament, including voting and elections, and the role of political parties		x	
The precious liberties enjoyed by the citizens of the United Kingdom		x	
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals		x	
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities		x	
The functions and uses of money, the importance and practice of budgeting, and managing risk.		x	
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press		x	
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.		x	
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom		x	
Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.		x	
Human rights and international law		x	

Citizenship Audit 2015 Subject/ area: Drama

The legal system in the UK, different sources of law and how the law helps society deal with complex problems.		x	
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding		x	
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	x		School Show
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.		x	

SMSC and British Values audit 2015	Yes	No	Schemes for learning
Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible	x		All schemes throughout year 7 and 8. Exploring: Basic drama skills, pirates, howling lodge, bullying, peter pan, murder mystery, vocal exercises, melodrama, homelessness and music and media. Students are given the opportunities to produce practical performances based on these units.
Exploring the values and beliefs of themselves and others: Is shown by pupils' own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	x		Year 7; Bullying, Year 8; Homelessness, murder mystery and melodrama.
Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences	x		All schemes throughout year 7 and 8. Exploring: Howling lodge, bullying, Murder Mystery, vocal exercises, Melodrama, Homelessness. Students are given the opportunities to produce practical performances based on these units and reflect on their experiences.
Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning	x		All schemes throughout year 7 and 8. Exploring: Basic drama skills, pirates, howling lodge, bullying, peter pan, murder mystery, vocal exercises, melodrama, homelessness and music and media. Students are given the opportunities to produce practical performances based on these units. Drama is active and based about practical performance
Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues	x		Year 7; Bullying, Year 8; Homelessness, murder mystery and melodrama
Recognising right and wrong and applying it: Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	x		Year 7; Bullying, Year 8; Homelessness, murder mystery and melodrama
Understanding the consequences of actions: Is shown by pupils' understanding of the consequences of their actions	x		Year 7; Bullying, Year 8; Homelessness, murder mystery and melodrama
Developing personal qualities and using social skills: Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	x		Year 7; Bullying, Year 8; Homelessness, murder mystery and melodrama

<p>Participating, cooperating and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively</p>	x		<p>All schemes throughout year 7 and 8. Exploring: Basic drama skills, pirates, howling lodge, bullying, peter pan, murder mystery, vocal exercises, melodrama, homelessness and music and media. Students are given the opportunities to produce practical performances based on these units.</p>
<p>Understanding how communities and societies function: Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels</p>	x		<p>All schemes throughout year 7 and 8. Exploring: Basic drama skills, pirates, howling lodge, bullying, peter pan, murder mystery, vocal exercises, melodrama, homelessness and music and media. Students are given the opportunities to produce practical performances based on these units.</p>
<p>Exploring, understanding and respecting diversity: Is shown by pupils' 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 attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>	x		<p>Year 7; Bullying, Year 8; Homelessness, murder mystery and melodrama</p>
<p>Participating in and responding to cultural activities: Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p>	x		<p>All schemes throughout year 7 and 8. Exploring: Basic drama skills, pirates, howling lodge, bullying, peter pan, murder mystery, vocal exercises, melodrama, homelessness and music and media. Students are given the opportunities to produce practical performances based on these units.</p>
<p>Understanding and appreciating personal influences: Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p>	x		<p>Year 7; Bullying, Year 8; Homelessness, murder mystery and melodrama</p>
<p>British Values criteria 2015</p>			
<p>An understanding of how citizens can influence decision-making through the Democratic process.</p>		x	
<p>That living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p>		x	
<p>An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army</p>		x	

SMSC and British Values Audit 2015 Subject / area: Drama

can be held to account through Parliament, others such as the courts maintain Independence.			
An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.		x	
An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.	x		Year 7; Bullying, Year 8; Homelessness, murder mystery and melodrama

Citizenship criteria 2015	Yes	No	Schemes for learning
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.		✓	
The operation of Parliament, including voting and elections, and the role of political parties		✓	
The precious liberties enjoyed by the citizens of the United Kingdom		✓	
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals		✓	
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	✓		Year 8 Unit 4 - homelessness
The functions and uses of money, the importance and practice of budgeting, and managing risk.		✓	
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press		✓	
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.		✓	
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom		✓	
Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.		✓	

Human rights and international law		✓	
The legal system in the UK, different sources of law and how the law helps society deal with complex problems.		✓	
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding		✓	
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	✓		Year 8 Unit 4 - homelessness
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.		✓	

SMSC and British Values audit 2015	Yes	No	Schemes for learning
Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible		✓	
Exploring the values and beliefs of themselves and others: Is shown by pupils' own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	✓		Key Stage 4 Food (Cultural Understanding of Food. GCSE Unit A521) Primary Challenge (Year 6)
Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences	✓		Reflective learning part of the design process – Key Stage 3 and 4 Designing to meet the needs of target groups (Key Stage 3 and 4) all areas
Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning	✓		Design ideas (all areas Key Stage 3 and 4) Designing new food products Key Stage 4
Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues	✓		Fair trade (animal welfare – free range v cost) GCSE Food/ Year 8 Food Year 8 Food Project/Vegetarianism Ethical Trading Initiative (GCSE) Sustainability (KS4)
Recognising right and wrong and applying it: Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	✓		Health and Safety regulations (all years) Level 2 food safety Year 9 – Morally right to protect consumer Safety
Understanding the consequences of actions: Is shown by pupils' understanding of the consequences of their actions	✓		Health and Safety Years 7, 8, 9, 10 and 11 Practical lessons EHO work of Year 9
Developing personal qualities and using social skills: Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	✓		Team leadership – promoted through group work (all year groups)
Participating, cooperating and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings,		✓	

cooperating well with others and being able to resolve conflicts effectively			
Understanding how communities and societies function: Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels	✓		Sustainable design (Key Stage 3 and 4) ET1 (KS4) Fair trade (KS4)
Exploring, understanding and respecting diversity: Is shown by pupils' 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 attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	✓		Food around the world (GCSE – Unit A521) Primary Challenge (Year 6) Vegetarian project (Year 8) Designing for individual needs
Participating in and responding to cultural activities: Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities	✓		Primary challenge Cookery club (food around the world)
Understanding and appreciating personal influences: Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage	✓		Designing to meet the needs of target market (Key Stage 3 and 4)
British Values criteria 2015			
An understanding of how citizens can influence decision-making through the Democratic process.	✓		Voting in class
That living under the rule of law protects individual citizens and is essential for their wellbeing and safety.	✓		Food Standards Agency Year 9 Food/L2 Level 2 Food Safety Award Year 9
An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain Independence.		✓	
An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.	✓		Food products for specific groups, e.g. Halal butchers (KS4)
An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and		✓	

tolerated, and should not be the cause of prejudicial or discriminatory behaviour.			
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SMSC and British Values audit 2015	Yes	No	Schemes for learning
Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible		✓	
Exploring the values and beliefs of themselves and others: Is shown by pupils' own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	✓		Cultural understanding of fashion trends through historical and present trends and lifestyles
Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences	✓		Evaluation of the design and making process
Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning	✓		Design ideas Key Stage 3 and final outcomes
Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues	✓		Importance of recycling textiles Key Stage 3 and 4 Investigation into textiles techniques Modern and traditional from all over the world
Recognising right and wrong and applying it: Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	✓		Students understanding safe practice while in the workshops
Understanding the consequences of actions: Is shown by pupils' understanding of the consequences of their actions	✓		Health and safety rules in the workshops – Key Stage 3 and 4
Developing personal qualities and using social skills: Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	✓		Group work across Key Stage 3 and 4
Participating, cooperating and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively		✓	
Understanding how communities and societies function: Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels	✓		sustainable topic Key Stage 4 understanding the impact of Fair Trade and sustainable materials, looking at ET1
Exploring, understanding and respecting diversity: Is shown by pupils' 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 attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities			
Participating in and responding to cultural activities: Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities	✓		Computing club (to be set up)
Understanding and appreciating personal influences: Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage		✓	
British Values criteria 2015			
An understanding of how citizens can influence decision-making through the Democratic process.		✓	
That living under the rule of law protects individual citizens and is essential for their wellbeing and safety.		✓	
An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain Independence.		✓	
An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.		✓	
An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.		✓	

Citizenship criteria 2015	Yes	No	Schemes for learning
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.	✓		Year 8 – Dragon’s Den Year 9 – The Hunger Games Year 11 – Great Britons, An Inspector Calls
The operation of Parliament, including voting and elections, and the role of political parties	✓		Year 8 – Dragon’s Den Year 9 – The Hunger Games Year 11 – An Inspector Calls
The precious liberties enjoyed by the citizens of the United Kingdom	✓		Year 9 – The Hunger Games
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	✓		Year 8 – Conflict Poetry Year 9 – The Hunger Games, POC Year 10 – Of Mice and Men Year 11 – An Inspector Calls
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	✓		Year 9 – POC, The Hunger Games Year 11 – An Inspector Calls
The functions and uses of money, the importance and practice of budgeting, and managing risk.	✓		Year 8 – Dragon’s Den Year 11 – An Inspector Calls
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press	✓		Year 9 – The Hunger Games, politics and power Year 11 – Great Britons
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.	✓		Year 9 – The Hunger Games, POC Year 11 – An Inspector Calls
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom	✓		Year 9 – The Hunger Games Year 11 – An Inspector Calls

Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.	✓		Year 8 – Conflict Year 9 – POC Year 11 – An Inspector Calls
Human rights and international law	✓		Year 9 – The Hunger Games
The legal system in the UK, different sources of law and how the law helps society deal with complex problems.	✓		Year 8 – Conflict Year 9 – POC, Macbeth, The Hunger Games Year 11 – An Inspector Calls
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	✓		Year 8 – Conflict Year 9 – POC Year 11 – An Inspector Calls
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	✓		Year 8 – Dragon's Den Year 9 – The Hunger Games Year 11 – An Inspector Calls
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.	✓		Year 8 – Dragon's Den Year 11 – An Inspector Calls

SMSC and British Values audit 2015	Yes	No	Schemes for learning
Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible	✓		Year 7 – Transition Year 8 – Private Peaceful Year 9 – Poetry from Other Cultures Year 10 – Great Britain Year 11 – Speaking and Listening
Exploring the values and beliefs of themselves and others: Is shown by pupils' own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	✓		Year 7 – Narrative Poetry Year 8 – Love Poetry Year 9 – Romeo and Juliet. Poetry from different cultures, Hunger Games Year 10 – Macbeth, An Inspector Calls Year 11 – Christmas Carol
Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences	✓		English Literature Schemes
Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning	✓		Year 7 – Ghost stories Year 8 – Murder mystery Year 9 – Dragon's Den Year 10 – Fairytales, fantasy, fear Year 11 – Narrative writing Creative writing in all schemes
Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues	✓		Year 7 – Darkside Year 8 – Private Peaceful Year 9 – The Hunger Games Key Stage 4 - Jekyll & Hyde, An Inspector Calls, Macbeth
Recognising right and wrong and applying it: Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	✓		Year 7 – Darkside Year 8 – Much Ado About Nothing Year 9 – Of Mice and Men, Romeo and Juliet, The Hunger Games Key Stage 4 – An Inspector Calls, Jekyll & Hyde, Macbeth
Understanding the consequences of actions: Is shown by pupils' understanding of the consequences of their actions		✓	
Developing personal qualities and using social skills: Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds			Group work within all lessons
Participating, cooperating and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively			Group work within all lessons, e.g. Dragon's Den
Understanding how communities and societies function: Is shown by pupils'			Year 7 – A Midsummer Night's Dream Year 8 – Much Ado About Nothing

interest in, and understanding of, the way communities and societies function at a variety of levels			Year 9 – The Hunger Games Key Stage 4 – An Inspector Calls, Macbeth
Exploring, understanding and respecting diversity: Is shown by pupils' 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 attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities			Year 7 – A Midsummer Night's Dream Year 8 – All You Need is Love Year 9 – Different Culture Poetry Key Stage 4 – Macbeth, An Inspector Calls, War of the Worlds, Christmas Carol
Participating in and responding to cultural activities: Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities		✓	
Understanding and appreciating personal influences: Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage			Year 7 – Transition Unit Year 8 – All You Need is Love Year 9 – Different Cultures Poetry
British Values criteria 2015			
An understanding of how citizens can influence decision-making through the Democratic process.	✓		Year 9 – The Hunger Games Year 11 – An Inspector Calls, persuasive writing, Great Britain
That living under the rule of law protects individual citizens and is essential for their wellbeing and safety.	✓		Year 9 – Stone Cold and The Hunger Games
An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain Independence.		✓	
An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.		✓	
An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.	✓		Year 9 – Conflict poetry/Different Cultures Poetry Key Stage 4 – War of the Worlds, Poetry anthology

SMSC and British Values audit 2015	Yes	No	Schemes for learning
Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible	✓		Looking at works of art that are in the Western Canon Looking at famous pieces of music ??, masters o
Exploring the values and beliefs of themselves and others: Is shown by pupils' own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	✓		Unit 3 exam – varied questions to respond in this way Supernatural – Unit 1 War – Unit 2 – Guernica (Picasso)
Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences	✓		Unit 2 – inner conflict – bullying and own experiences, self harm
Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning	✓		Throughout all schemes – Creative GCSE
Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues	✓		Unit 2 – Conflict
Recognising right and wrong and applying it: Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	✓		Unit 2 – Conflict Unit 3 – Questions relating to worldly issues
Understanding the consequences of actions: Is shown by pupils' understanding of the consequences of their actions	✓		Unit 2 – Conflict
Developing personal qualities and using social skills: Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	✓		Performance of final pieces Working in groups
Participating, cooperating and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively	✓		Unit 2 – Conflict – different kinds of conflict investigated – inner, social, war, bullying, world ??
Understanding how communities and societies function: Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels	✓		Unit 2 – Wars Unit 3 – Has to have a community context focus for response – have to understand the community
Exploring, understanding and respecting diversity: Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and	✓		Unit 2 – Conflict Bullying and conflict in society

celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, nationals and global communities			
Participating in and responding to cultural activities: Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities	✓		Whole course – performing in front of moderator, being creative and integrating art focus
Understanding and appreciating personal influences: Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage	✓		Looking at various art work and music across the course
British Values criteria 2015			
An understanding of how citizens can influence decision-making through the Democratic process.		✓	
That living under the rule of law protects individual citizens and is essential for their wellbeing and safety.	✓		Unit 2 – conflict unit
An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain Independence.		✓	
An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.		✓	
An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.		✓	

Citizenship criteria 2015	Yes	No	Schemes for learning
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.		✓	
The operation of Parliament, including voting and elections, and the role of political parties		✓	
The precious liberties enjoyed by the citizens of the United Kingdom		✓	
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals		✓	
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	✓		Unit 2 – Conflict – Limited
The functions and uses of money, the importance and practice of budgeting, and managing risk.		✓	
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press		✓	
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.		✓	
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom		✓	
Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.	✓		European Day of Languages – 26 September
Human rights and international law		✓	

The legal system in the UK, different sources of law and how the law helps society deal with complex problems.		✓	
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding		✓	
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity		✓	
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.		✓	

Citizenship criteria 2015	Yes	No	Schemes for learning
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.	✓		Year 7 History – Norman conquest, King John and the Magna Carta, Tudors, civil war Year 9 Geography – Population and migration Development and emerging economies
The operation of Parliament, including voting and elections, and the role of political parties	✓		Year 8 History - suffragettes (June 2016) Year 9 Geography – Population and migration
The precious liberties enjoyed by the citizens of the United Kingdom	✓		Year 7 History – Magna Carta Year 9 Geography – Population and migration
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	✓		Year 7 History – Magna Carta, Norman conquest Year 8 History – French revolution, Jack the Ripper (June 2016) Key Stage 4 RE – Crime and punishment
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	✓		Key Stage 3 History – Charity Key Stage 4 History – Human rights and poverty Year 8 Geography – Connections to Africa, Geographer of the Year Year 9 Geography – Development and emerging economics (Geography and Sport) Year 9 RE – The Blitz
The functions and uses of money, the importance and practice of budgeting, and managing risk.	✓		Year 9 History – Wall Street crash (America in the 1920s) Year 9 Geography – Development topic
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press	✓		Year 7 History – Magna Carta, English civil war. Development of the Church and State 1066 – 1509 and 1509 – 1745 Year 8 History – Suffragettes, French revolution (June 2016)
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.	✓		Year 9 History – Nazi Germany and the rise of Hitler Year 8 Geography – The EU Year 9 Geography – Population

Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom	✓		Year 9 History – Nazi Germany GCSE History – Vietnam Year 8 Geography – The EU Year 9 Geography – Population
Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.	✓		Year 8 History – The British Empire, the French revolution (June 2016) Year 9 History – Causes of World War 2 – League of Nations Year 8 Geography – The EU and dark tourism
Human rights and international law	✓		Year 8 History – Civil rights, slavery, suffragettes (June 2016) GCSE History – Native Americans (American West) Year 8 Geography – The EU Key Stage 4 RE – Human rights
The legal system in the UK, different sources of law and how the law helps society deal with complex problems.	✓		Year 7 History – Magna Carta Year 8 History – Industrial Revolution (June 2016) Key Stage 4 RE – work topic
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	✓		Year 7 History – Tudors Year 9 Geography – Population and migration GCSE Geography – Development Key Stage 3 and Key Stage 4 RE – diversity, studies of religions, the Holocaust
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	✓		Year 9 History – World War 1, Homefront Key Stage 4 RE – Citizenship responsibility
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.		✓	

SMSC and British Values audit 2015	Yes	No	Schemes for learning
Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible	✓		GCSE History – Native Americans/surgery Year 7 Geography – Restless earth Year 8 Geography – Fantastic and impossible places, desert Year 9 Geography – Tropical rainforests. Polar/mountain regions Year 7 RE – island
Exploring the values and beliefs of themselves and others: Is shown by pupils' own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	✓		Year 9 History – Terrorism (war on terror) Year 9 Geography – Development and emerging economies Key Stage 3 and 4 RE – religions of study
Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences	✓		Year 9 History – World War 1 GCSE History – Battlefields. Battlefields/Arboretum trip Year 8 Geography – Eyam Key Stage 3 and Key Stage 4 RE – Assessments – own views
Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning	✓		Year 7 History – Magna Carta Year 8 History – British Empire Year 9 History – World War 1 Year 7 Geography – Restless Earth Year 8 Geography – Deserts Year 9 Geography – Tropical rainforests RE – Humanities projects
Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues	✓		Year 9 History – Holocaust. War on terror GCSE History – Vietnam Year 8 Geography – Dark tourism Year 9 Geography – Population and migration Key Stage 3 RE – Abortion, euthanasia and crime Key Stage 4 RE – Morality topics
Recognising right and wrong and applying it: Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	✓		Year 9 History – Nazi Germany, World War 1 Year 8 Geography – dark tourism Year 9 RE – Ethics topics Key Stage 4 RE – Morality
Understanding the consequences of actions: Is shown by pupils' understanding of the consequences of their actions	✓		Year 9 History – War on terror GCSE History – Medicine Year 9 Geography – Geography and sport, tropical rainforests Key Stage 4 – conscience and free will
Developing personal qualities and using social skills: Is shown by pupils' used of a range of social skills in different contexts,	✓		Year 8 Geography – Eyam History, Geography and RE – group work is consistently used throughout

including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds			
Participating, cooperating and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively	✓		Year 8 Geography – Eyam Year 8 RE – The Holocaust History, Geography and RE – Group work is consistently used throughout
Understanding how communities and societies function: Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels	✓		Year 8 History – Civil rights GCSE History – American West Year 8 Geography – Eyam GCSE – Urban environment Key Stage 3 RE – Religions studied, e.g. Hinduism
Exploring, understanding and respecting diversity: Is shown by pupils' 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 attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	✓		Year 7 History – Development of church and state (1066-1745) Year 8 History – Civil rights Year 9 History – War on terror GCSE History – American West Year 9 Geography – Development, population and migration Key Stage 3 and Key Stage 4 RE – Promote respect
Participating in and responding to cultural activities: Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities	✓		Humanities fieldtrip RE – Open World trip Eyam, Tamworth, Battlefields, Holocaust trip
Understanding and appreciating personal influences: Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage			Year 7 History – Development of Church and state (1066-1745) Year 9 – World War 1, World War 2 Year 8 Geography – The EU Year 9 Geography – Population and migration
British Values criteria 2015			
An understanding of how citizens can influence decision-making through the Democratic process.	✓		Year 7 History – Development of Church and state (1066 – 1745)
That living under the rule of law protects individual citizens and is essential for their wellbeing and safety.	✓		Year 8 History – Suffragettes Year 9 History – War on Terror Year 8 Geography – The EU Key Stage 4 RE – Human rights
An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain Independence.		✓	

An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.	✓		Year 9 History – War on terror Year 8 Geography – The EU Key Stage 3 RE – Humanism and aethism
An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.	✓		Year 9 History – War on terror Year 9 Geography – Population and migration – development Key Stage 3 and Key Stage 4 RE – at all times

Citizenship criteria 2015	Yes	No	Schemes for learning
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.		✓	
The operation of Parliament, including voting and elections, and the role of political parties		✓	
The precious liberties enjoyed by the citizens of the United Kingdom		✓	
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	✓		Legal issues – Data Protection Act, Computer Misuse Act, Copyright law (Key Stage 4)
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities		✓	
The functions and uses of money, the importance and practice of budgeting, and managing risk.	✓		Functions and formulas in spreadsheets – modelling software (Key Stage 3 and 4) Use a range of ICT tools and techniques
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press		✓	
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.		✓	
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom		✓	
Local, regional and international governance and the United Kingdom's relations with		✓	

the rest of Europe, the Commonwealth, the United Nations and the wider world.			
Human rights and international law		✓	
The legal system in the UK, different sources of law and how the law helps society deal with complex problems.	✓		Health and safety issues at work – describes potential health problems, describes a range of measures to minimise and overcome safety issues (KS4)
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	✓		The impact that IT has on different communities and cultures
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity		✓	
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.	✓		Topic of spreadsheets using different formulas and functions

Citizenship criteria 2015	Yes	No	Schemes for learning
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.		✓	
The operation of Parliament, including voting and elections, and the role of political parties	✓		Tax, VAT, percentages (votes)
The precious liberties enjoyed by the citizens of the United Kingdom		✓	
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals		✓	
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	✓		Money sense (Natwest/Barclays) Collapsed curriculum day
The functions and uses of money, the importance and practice of budgeting, and managing risk.	✓		Money sense (Natwest/Barclays) Collapsed curriculum day Numbers
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press		✓	
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.	✓		First past the post system
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom		✓	

Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.	✓		Metric/imperial Exchange rates
Human rights and international law		✓	
The legal system in the UK, different sources of law and how the law helps society deal with complex problems.		✓	
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	✓		Data handling Statistical analysis
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	✓		Data handling Statistical analysis Sixth form days – intervention A level early
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.	✓		Percentages Depreciation Best buy activities

SMSC and British Values audit 2015	Yes	No	Schemes for learning
Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible	✓		Rich tasks Mathematical investigations Jaguar challenge Laserman day Maths/Science day
Exploring the values and beliefs of themselves and others: Is shown by pupils' own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	✓		Stats – quantitative data
Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences	✓		Data handling – stats opinions
Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning	✓		Shape and space Maltesers investigation
Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues	✓		Shape and space Maltesers investigation
Recognising right and wrong and applying it: Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	✓		Teachers expectations Positive attitudes
Understanding the consequences of actions: Is shown by pupils' understanding of the consequences of their actions	✓		Teachers expectations Positive attitudes
Developing personal qualities and using social skills: Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	✓		Group tasks/activities Collapsed curriculum days
Participating, cooperating and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively	✓		Stats controlled assessment
Understanding how communities and societies function: Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels	✓		Symmetry, tessellation, Islamic art

<p>Exploring, understanding and respecting diversity: Is shown by pupils' 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 attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>	✓		<p>Statistics/data handling</p> <p>Murder mystery</p>
<p>Participating in and responding to cultural activities: Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p>	✓		<p>Maths challenge</p> <p>Science and Maths STEM activities</p>
<p>Understanding and appreciating personal influences: Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p>	✓		<p>Probability in inheritance</p> <p>Maths/Science link</p>
<p>British Values criteria 2015</p>			
<p>An understanding of how citizens can influence decision-making through the Democratic process.</p>	✓		<p>Voting</p> <p>Statistics</p> <p>Analysing data</p>
<p>That living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p>		✓	
<p>An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain Independence.</p>		✓	
<p>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p>	✓		<p>Unusual names in exam papers</p>
<p>An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.</p>		✓	

SMSC and British Values audit 2015	Yes	No	Schemes for learning
Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible	✓		Every new topic in the new Key Stage 3 schemes, starts with a cultural introduction to inspire pupils (Studio and Stimmt)
Exploring the values and beliefs of themselves and others: Is shown by pupils' own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	✓		Key Stage 3 and Key Stage 4 – opinions and explain why Debates Imperfect tense Reading and listening – encountering other people's views Comparison of lifestyles
Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences		✓	
Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning	✓		Dream house Dream holiday Dream job Dream school
Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues		✓	
Recognising right and wrong and applying it: Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	✓		GCSE – health, school rules/uniform
Understanding the consequences of actions: Is shown by pupils' understanding of the consequences of their actions	✓		GCSE – environment
Developing personal qualities and using social skills: Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	✓		Work with the German partner school
Participating, cooperating and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively		✓	
Understanding how communities and societies function: Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels		✓	
Exploring, understanding and respecting diversity: Is shown by pupils' interest in exploring, understanding of, and respect for	✓		Cultural differences identified constantly throughout teaching of French and German

cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities			
Participating in and responding to cultural activities: Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities	✓		French and German songs French and German festivals Greek dancing (summer school)
Understanding and appreciating personal influences: Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage	✓		Cognates – 'English' words which originated from French and German Study of influential figures in society – scientists, inventors, designers
British Values criteria 2015			
An understanding of how citizens can influence decision-making through the Democratic process.		✓	
That living under the rule of law protects individual citizens and is essential for their wellbeing and safety.		✓	
An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain Independence.		✓	
An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.		✓	
An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.	✓		Expo 3, Chapter 6

Citizenship criteria 2015	Yes	No	Schemes for learning
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.		✓	
The operation of Parliament, including voting and elections, and the role of political parties		✓	
The precious liberties enjoyed by the citizens of the United Kingdom	✓		Expo 3 Chapter 2 and Chapter 6
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	✓		GCSE – Health and wellbeing – legislation of drugs, health and risks, addiction and consequences
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	✓		German partner school and visit GCSE – school system The wider world – environmental and social issues
The functions and uses of money, the importance and practice of budgeting, and managing risk.	✓		Echo 2 – pocket money GCSE – earning money
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press	✓		GCSE – media and new technology
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.		✓	
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom		✓	

Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.	✓		European Day of Languages – 26 September
Human rights and international law		✓	
The legal system in the UK, different sources of law and how the law helps society deal with complex problems.		✓	
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	✓		Studio 2 – La Francophonie Study of diversity in French speaking countries and reflection on our society GCSE – festivals and celebrations
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	✓		GCSE – environment GCSE – world of work
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.		✓	

Citizenship Audit 2015 Subject/ area Music and Expressive Arts

Citizenship criteria 2015	Yes	No	Schemes for learning
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.		x	
The operation of Parliament, including voting and elections, and the role of political parties		x	
The precious liberties enjoyed by the citizens of the United Kingdom		x	
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals		x	
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	x		KS3: GCSE Expressive Arts Unit 3 – Working to a commission for a community – Exam question
The functions and uses of money, the importance and practice of budgeting, and managing risk.		x	
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press		x	
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.		x	
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom		x	
Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.		x	

Citizenship Audit 2015 Subject/ area Music and Expressive Arts

Human rights and international law		x	
The legal system in the UK, different sources of law and how the law helps society deal with complex problems.		x	
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding		x	
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	x		Musical Concerts, fetes, School Show
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.		x	

SMSC and British Values audit 2015	Yes	No	Schemes for learning
<p>Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</p>	x		<p>Through all world music schemes: KS3: Indian (Y7 – Musical Cycles), African (Y7 – Musical Cycles), Samba (Extension Year 8 topic), Indonesian African (Y7 – Musical Cycles), Sea Shanties (Yr 7), Blues (Yr 8), Reggae (Year 8) KS3: Expressive Arts Unit 1 and 2 – Studying the music of Danny Elfman, Schoenberg and Tchaikovsky. KS4: AOS2 – Shared music – covers music from the Medieval times to 21st century covering music from all over the world and a variety of genres. AOS 3 – Dance Music – Pop, Bhangra, Waltz, Tango, Salsa, American Line Dance, Irish Music. AOS4 – Programme Music – exploring music which represents mood, action, a specific scene. Tingling Tango – year 7 settling in day Primary Challenge – previously we have explored Samba, Indian and African. Music organises this day and makes cross-curricular links with DT FOOD, ART and RE so that students understand the bigger picture.</p>
<p>Exploring the values and beliefs of themselves and others: Is shown by pupils' own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</p>	x		<p>Through all world music schemes: KS3: Indian (Y7 – Musical Cycles), African (Y7 – Musical Cycles), Samba (Extension Year 8 topic), Indonesian African (Y7 – Musical Cycles), Blues (Yr 8), Reggae (Year 8) KS4: AOS2 – Shared music – covers music from the Medieval times to 21st century covering music from all over the world and a variety of genres. AOS 3 – Dance Music – Pop, Bhangra, Waltz, Tango, Salsa, American Line Dance, Irish Music.</p>
<p>Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences</p>	x		<p>Throughout all the schemes in KS3, 4 students are given ample opportunity to reflect on their experiences. This can be seen in consolidates throughout the lessons. They are given these experiences through class discussion also.</p>
<p>Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning</p>	x		<p>House Music: this is led by the students in year 11 – music competition in houses.</p>

			<p>Christmas carol concert</p> <p>Summer concert ‘Strawberry Prom’ (Students are given the opportunity to perform their work and items that they have prepared within these performances).</p> <p>KS3: Yr 7 and 8 All Schemes allow the students to be imaginative and creative through performance and composition – these opportunities can be seen within all PowerPoints and Schemes for learning.</p> <p>KS3: Expressive Arts: Unit 1 - Working in response to a practitioner, Unit 2 – conflict, Unit 3 – Working to a commission. In all of these units the students are expected to produce an imaginative creative commission that combines art, drama and music ideas for a final realisation which is then video’ d or performed to an examiner.</p>
<p>Investigating moral values and ethical issues: Is shown by pupils’ interest in investigating, and offering reasoned views about, moral and ethical issues</p>	x		<p>KS3: Expressive Arts: Unit 2 – conflict, Students experience all forms of conflict from war, inner conflict etc. They then focus on one area of conflict for their final realisation.</p>
<p>Recognising right and wrong and applying it: Is shown by pupils’ ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p>	x		<p>This can be seen in all areas of Music KS3 and 4 and GCSE Expressive Arts schemes through performance, composition and listening.</p>
<p>Understanding the consequences of actions: Is shown by pupils’ understanding of the consequences of their actions</p>	x		<p>This can be seen in all areas of Music KS3 and 4 and GCSE Expressive Arts schemes through performance, composition and listening.</p>
<p>Developing personal qualities and using social skills: Is shown by pupils’ used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</p>	x		<p>Through all world music schemes: KS3: Indian (Y7 – Musical Cycles), African (Y7 – Musical Cycles), Samba (Extension Year 8 topic), Indonesian African (Y7 – Musical Cycles), Sea Shanties (Yr 7), Blues (Yr 8), Reggae (Year 8)</p> <p>KS3: Expressive Arts Unit 1 and 2 – Studying the music of Danny Elfman, Schoenberg and Tchaikovsky.</p> <p>KS4: AOS2 – Shared music – covers music from the Medieval times to 21st century covering music from all over the world and a variety of genres.</p>

			<p>AOS 3 – Dance Music – Pop, Bhangra, Waltz, Tango, Salsa, American Line Dance, Irish Music.</p> <p>Tingling Tango – year 7 settling in day Primary Challenge – previously we have explored Samba, Indian and African. Music organises this day and makes cross-curricular links with DT FOOD, ART and RE so that students understand the bigger picture.</p> <p>Students actually have specialist teachers often from the country to teach the Dance and Music workshops.</p>
<p>Participating, cooperating and resolving conflict: Is shown by pupils’ willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively</p>	x		<p>This can be seen in all areas of Music KS3 and 4 and GCSE Expressive Arts schemes through performance, composition and listening.</p>
<p>Understanding how communities and societies function: Is shown by pupils’ interest in, and understanding of, the way communities and societies function at a variety of levels</p>	x		<p>Through all world music schemes: KS3: Indian (Y7 – Musical Cycles), African (Y7 – Musical Cycles), Samba (Extension Year 8 topic), Indonesian African (Y7 – Musical Cycles), Sea Shanties (Yr 7), Blues (Yr 8), Reggae (Year 8) KS3: Expressive Arts Unit 1 and 2 – Studying the music of Danny Elfman, Schoenberg and Tchaikovsky and Conflict. Unit 3: Responding to a commission for a specific audience KS4: AOS2 – Shared music – covers music from the Medieval times to 21st century covering music from all over the world and a variety of genres. AOS 3 – Dance Music – Pop, Bhangra, Waltz, Tango, Salsa, American Line Dance, Irish Music. AOS4 – Programme Music – exploring music which represents mood, action, a specific scene.</p> <p>Tingling Tango – year 7 settling in day Primary Challenge – previously we have explored Samba, Indian and African. Music organises this day and makes cross-curricular links with DT FOOD, ART and RE so that students understand the bigger picture.</p>
<p>Exploring, understanding and respecting diversity: Is shown by pupils’ interest in exploring, understanding of, and respect for</p>	x		<p>Through all world music schemes: KS3: Indian (Y7 – Musical Cycles), African (Y7 – Musical Cycles), Samba</p>

<p>cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, nationals and global communities</p>		<p>(Extension Year 8 topic), Indonesian African (Y7 – Musical Cycles), Sea Shanties (Yr 7), Blues (Yr 8), Reggae (Year 8) KS3: Expressive Arts Unit 2 – Conflict KS4: AOS2 – Shared music – covers music from the Medieval times to 21st century covering music from all over the world and a variety of genres. AOS 3 – Dance Music – Pop, Bhangra, Waltz, Tango, Salsa, American Line Dance, Irish Music. Tingling Tango – year 7 settling in day Primary Challenge – previously we have explored Samba, Indian and African. Music organises this day and makes cross-curricular links with DT FOOD, ART and RE so that students understand the bigger picture.</p>
<p>Participating in and responding to cultural activities: Is shown by pupils’ willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p>	<p>x</p>	<p>Through all world music schemes: KS3: Indian (Y7 – Musical Cycles), African (Y7 – Musical Cycles), Samba (Extension Year 8 topic), Indonesian African (Y7 – Musical Cycles), Sea Shanties (Yr 7), Blues (Yr 8), Reggae (Year 8) KS3: Expressive Arts Unit 1 and 2 – Studying the music of Danny Elfman, Schoenberg and Tchaikovsky and Conflict. Unit 3: Responding to a commission for a specific audience KS4: AOS2 – Shared music – covers music from the Medieval times to 21st century covering music from all over the world and a variety of genres. AOS 3 – Dance Music – Pop, Bhangra, Waltz, Tango, Salsa, American Line Dance, Irish Music. AOS4 – Programme Music – exploring music which represents mood, action, a specific scene. Tingling Tango – year 7 settling in day Primary Challenge – previously we have explored Samba, Indian and African. Music organises this day and makes cross-curricular links with DT FOOD, ART and RE so that students understand the bigger picture.</p>
<p>Understanding and appreciating personal influences: Is shown by pupils’ understanding and appreciation of the wide</p>	<p>x</p>	<p>Through all world music schemes: KS3: Indian (Y7 – Musical Cycles), African (Y7 – Musical Cycles), Samba</p>

<p>range of cultural influences that have shaped their own heritage</p>			<p>(Extension Year 8 topic), Indonesian African (Y7 – Musical Cycles), Sea Shanties (Yr 7), Blues (Yr 8), Reggae (Year 8) KS3: Expressive Arts Unit 1 and 2 – Studying the music of Danny Elfman, Schoenberg and Tchaikovsky and Conflict. Unit 3: Responding to a commission for a specific audience KS4: AOS2 – Shared music – covers music from the Medieval times to 21st century covering music from all over the world and a variety of genres. AOS 3 – Dance Music – Pop, Bhangra, Waltz, Tango, Salsa, American Line Dance, Irish Music. AOS4 – Programme Music – exploring music which represents mood, action, a specific scene. Tingling Tango – year 7 settling in day Primary Challenge – previously we have explored Samba, Indian and African. Music organises this day and makes cross-curricular links with DT FOOD, ART and RE so that students understand the bigger picture.</p>
<p>British Values criteria 2015</p>			
<p>An understanding of how citizens can influence decision-making through the Democratic process.</p>		<p>x</p>	
<p>That living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p>		<p>x</p>	
<p>An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain Independence.</p>		<p>x</p>	
<p>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p>		<p>x</p>	
<p>An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.</p>	<p>x</p>		<p>KS3: Indian (Y7 – Musical Cycles), African (Y7 – Musical Cycles), Samba (Extension Year 8 topic), Indonesian African (Y7 – Musical Cycles), Blues (Yr 8), Reggae (Year 8)</p>

		<p>KS3: Expressive Arts Unit 2: conflict</p> <p>KS4: AOS2 – Shared music – covers music from the Medieval times to 21st century covering music from all over the world and a variety of genres.</p> <p>AOS 3 – Dance Music – Pop, Bhangra, Waltz, Tango, Salsa, American Line Dance, Irish Music.</p> <p>Tingling Tango – year 7 settling in day</p> <p>Primary Challenge – previously we have explored Samba, Indian and African. Music organises this day and makes cross-curricular links with DT FOOD, ART and RE so that students understand the bigger picture.</p>
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SMSC and British Values audit 2015	Yes	No	Schemes for learning
<p>Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</p>	✓		<p>Through all world music schemes.</p> <p>KS3 – Indian (Y7 – Musical cycles) African (Y7 Musical cycles) Samba (Extension Y8 topic) Indonesian African (Y7 – Musical cycles) Sea Shanties (Y7) Blues (Y8) Reggae (Y8)</p> <p>KS3 Expressive Arts Units 1 and 2 – Studying the music of Danny Elfman, Schoenberg and Tchaikovsky.</p> <p>KS4 – AOS2 – Shared music – covers music from the Medieval times to 21 Century, covering music from all over the world and a variety of genres.</p> <p>AOS3 – dance music, pop music, bhangra, waltz, tango, salsa, American line dancing, Irish music.</p> <p>AOS4 - programme music – exploring music which represents mood, action, a specific scene.</p> <p>Tingling Tango – Year 7 settling in day.</p> <p>Primary Challenge – previously we have explored samba, Indian and African. Music organises this day and makes cross-curricular links with DT, Food, Art and RE so that students understand the bigger picture.</p>
<p>Exploring the values and beliefs of themselves and others: Is shown by pupils' own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</p>	✓		<p>Through all world music schemes.</p> <p>KS3 – Indian (Y7 – Musical cycles) African (Y7 Musical cycles) Samba (Extension Y8 topic) Indonesian African (Y7 – Musical cycles) Sea Shanties (Y7) Blues (Y8) Reggae (Y8)</p> <p>KS4 – AOS2 – Shared music – covers music from the Medieval times to 21 Century, covering music from all over the world and a variety of genres.</p>

			AOS3 – dance music, pop music, bhangra, waltz, tango, salsa, American line dancing, Irish music.
Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences	✓		Throughout all the schemes in KS3, four students are given ample opportunity to reflect on their experiences. This can be seen in consolidates throughout the lessons. They are given these experiences through class discussion also.
Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning	✓		<p>House Music. This is led by the students in Year 11. Music competition in houses.</p> <p>Christmas carol concert.</p> <p>Summer concert – Strawberry Prom. Students are given the opportunity to perform their work and items that they have prepared within these performances.</p> <p>KS3 – Years 7 and 8. All schemes allow the students to be imaginative and creative through performance and composition. These opportunities can be seen within all PowerPoint presentations and Schemes for Learning.</p> <p>KS3 Expressive Arts</p> <p>Unit 1 – Working in response to a practitioner</p> <p>Unit 2 – Conflict</p> <p>Unit 3 – Working to a commission</p> <p>In all of these units the students are expected to produce an imaginative, creative commission that combines art, drama and music ideas for a final realisation which is then videoed or performed to an examiner.</p>
Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues	✓		<p>KS3 Expressive Arts</p> <p>Unit 2 – Conflict</p> <p>Students experience all forms of conflict from war, inner conflict etc.</p>

			They then focus on one area of conflict for their final realisation.
Recognising right and wrong and applying it: Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	✓		This can be seen in all areas of Music. Key Stage 3, Key Stage 4 and GCSE Expressive Arts schemes through performance, composition and listening.
Understanding the consequences of actions: Is shown by pupils' understanding of the consequences of their actions	✓		This can be seen in all areas of Music. Key Stage 3, Key Stage 4 and GCSE Expressive Arts schemes through performance, composition and listening.
Developing personal qualities and using social skills: Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	✓		Through all world music schemes. KS3 – Indian (Y7 – Musical cycles) African (Y7 Musical cycles) Samba (Extension Y8 topic) Indonesian African (Y7 – Musical cycles) Sea Shanties (Y7) Blues (Y8) Reggae (Y8) KS3 Expressive Arts Units 1 and 2 – studying the music of Danny Elfman, Schoenberg and Tchaikovsky. KS4 – AOS2 – Shared music – covers music from the Medieval times to 21 Century, covering music from all over the world and a variety of genres. AOS3 – dance music, pop music, bhangra, waltz, tango, salsa, American line dancing, Irish music. Tingling Tango – Year 7 settling in day. Primary Challenge – previously we have explored samba, Indian and African. Music organises this day and makes cross-curricular links with DT, Food, Art and RE so that students understand the bigger picture. Students have specialist teachers, often from the country to teach the dance and music workshops
Participating, cooperating and resolving conflict: Is shown by pupils' willingness to	✓		This can be seen in all areas of Music. Key Stage 3, Key Stage 4 and GCSE

<p>participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively</p>		<p>Expressive Arts schemes through performance, composition and listening.</p>
<p>Understanding how communities and societies function: Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels</p>	<p>✓</p>	<p>Through all world music schemes. KS3 – Indian (Y7 – Musical cycles) African (Y7 Musical cycles) Samba (Extension Y8 topic) Indonesian African (Y7 – Musical cycles) Sea Shanties (Y7) Blues (Y8) Reggae (Y8)</p> <p>KS3 Expressive Arts Units 1 and 2 – studying the music of Danny Elfman, Schoenberg and Tchaikovsky.</p> <p>KS4 – AOS2 – Shared music – covers music from the Medieval times to 21 Century, covering music from all over the world and a variety of genres.</p> <p>AOS3 – dance music, pop music, bhangra, waltz, tango, salsa, American line dancing, Irish music.</p> <p>AOS4 - programme music – exploring music which represents mood, action, a specific scene.</p> <p>Tingling Tango – Year 7 settling in day.</p> <p>Primary Challenge – previously we have explored samba, Indian and African. Music organises this day and makes cross-curricular links with DT, Food, Art and RE so that students understand the bigger picture.</p>
<p>Exploring, understanding and respecting diversity: Is shown by pupils' 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 attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>	<p>✓</p>	<p>Through all world music schemes. KS3 – Indian (Y7 – Musical cycles) African (Y7 Musical cycles) Samba (Extension Y8 topic) Indonesian African (Y7 – Musical cycles) Sea Shanties (Y7) Blues (Y8) Reggae (Y8)</p> <p>KS3 Expressive Arts</p> <p>Unit 2 – Conflict</p>

		<p>KS4 – AOS2 – Shared music – covers music from the Medieval times to 21 Century, covering music from all over the world and a variety of genres.</p> <p>AOS3 – dance music, pop music, bhangra, waltz, tango, salsa, American line dancing, Irish music.</p> <p>Tingling Tango – Year 7 settling in day.</p> <p>Primary Challenge – previously we have explored samba, Indian and African. Music organises this day and makes cross-curricular links with DT, Food, Art and RE so that students understand the bigger picture.</p>
<p>Participating in and responding to cultural activities: Is shown by pupils’ willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p>	<p>✓</p>	<p>Through all world music schemes.</p> <p>KS3 – Indian (Y7 – Musical cycles) African (Y7 Musical cycles) Samba (Extension Y8 topic) Indonesian African (Y7 – Musical cycles) Sea Shanties (Y7) Blues (Y8) Reggae (Y8)</p> <p>KS3 Expressive Arts Units 1 and 2 – studying the music of Danny Elfman, Schoenberg and Tchaikovsky.</p> <p>Unit 3 – Responding to a commission for a specific audience.</p> <p>KS4 – AOS2 – Shared music – covers music from the Medieval times to 21 Century, covering music from all over the world and a variety of genres.</p> <p>AOS3 – dance music, pop music, bhangra, waltz, tango, salsa, American line dancing, Irish music.</p> <p>AOS4 - programme music – exploring music which represents mood, action, a specific scene.</p> <p>Tingling Tango – Year 7 settling in day.</p> <p>Primary Challenge – previously we have explored samba, Indian and</p>

			African. Music organises this day and makes cross-curricular links with DT, Food, Art and RE so that students understand the bigger picture.
<p>Understanding and appreciating personal influences: Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</p>	✓		<p>Through all world music schemes.</p> <p>KS3 – Indian (Y7 – Musical cycles) African (Y7 Musical cycles) Samba (Extension Y8 topic) Indonesian African (Y7 – Musical cycles) Sea Shanties (Y7) Blues (Y8) Reggae (Y8)</p> <p>KS3 Expressive Arts Units 1 and 2 – studying the music of Danny Elfman, Schoenberg and Tchaikovsky.</p> <p>Unit 3 – Responding to a commission for a specific audience.</p> <p>KS4 – AOS2 – Shared music – covers music from the Medieval times to 21 Century, covering music from all over the world and a variety of genres.</p> <p>AOS3 – dance music, pop music, bhangra, waltz, tango, salsa, American line dancing, Irish music.</p> <p>AOS4 - programme music – exploring music which represents mood, action, a specific scene.</p> <p>Tingling Tango – Year 7 settling in day.</p> <p>Primary Challenge – previously we have explored samba, Indian and African. Music organises this day and makes cross-curricular links with DT, Food, Art and RE so that students understand the bigger picture.</p>
British Values criteria 2015			
An understanding of how citizens can influence decision-making through the Democratic process.		✓	
That living under the rule of law protects individual citizens and is essential for their wellbeing and safety.		✓	

<p>An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain Independence.</p>		✓	
<p>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p>		✓	
<p>An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.</p>	✓		<p>KS3 – Indian (Y7 – Musical cycles) African (Y7 Musical cycles) Samba (Extension Y8 topic) Indonesian African (Y7 – Musical cycles) Sea Shanties (Y7) Blues (Y8) Reggae (Y8)</p> <p>KS3 Expressive Arts</p> <p>Unit 2 – Conflict</p> <p>KS4 – AOS2 – Shared music – covers music from the Medieval times to 21 Century, covering music from all over the world and a variety of genres.</p> <p>AOS3 – dance music, pop music, bhangra, waltz, tango, salsa, American line dancing, Irish music.</p> <p>Tingling Tango – Year 7 settling in day.</p> <p>Primary Challenge – previously we have explored samba, Indian and African. Music organises this day and makes cross-curricular links with DT, Food, Art and RE so that students understand the bigger picture.</p>

Citizenship criteria 2015	Yes	No	Schemes for learning
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.		✓	
The operation of Parliament, including voting and elections, and the role of political parties		✓	
The precious liberties enjoyed by the citizens of the United Kingdom		✓	
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals		✓	
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	✓		Key Stage 3 – Expressive Arts Unit 3 – Working to a commission for a community – exam question
The functions and uses of money, the importance and practice of budgeting, and managing risk.		✓	
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press		✓	
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.		✓	
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom		✓	

Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.	✓		
Human rights and international law		✓	
The legal system in the UK, different sources of law and how the law helps society deal with complex problems.		✓	
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding		✓	
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	✓		Musical concerts, fetes, school show
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.		✓	

Physical and Creative Arts SMSC: Art, Music, Drama, Expressive Arts and Performing Arts

Spiritual education in Landau Forte Academy QEMS Physical and Creative Arts directorate is encouraged in every lesson through a creative practical experience providing the students to respond through emotion in a creative way. Students learn through visual, audio and kinaesthetic modelled examples which then allow the students to respond creatively with feeling, mood and emotion. Students are given opportunities to experience awe and wonder in all lessons and are encouraged to respond to practitioners in their outcomes.

Moral education in Landau Forte Academy QEMS Physical and Creative Arts directorate is encouraged by students expressing their own beliefs to moral dilemmas and emotions. The students are given opportunities to explore a diverse range of units that allow students to respond in such a way. Practitioners are explored in relation to these units and students are encouraged to respond critically producing a practical realisation reflecting fully on experiences learnt/explored.

Cultural education in Landau Forte Academy QEMS Physical and Creative Arts directorate is explored throughout all subjects. Art works, performers, composers, actors are explored within every unit of work. Students have the opportunity to respond to these stimuli and to draw upon these experiences to influence their own work as well as being able to make connections between different cultures. Students are encouraged to explore aspects of their own culture and begin to recognise, and appreciate differences in music, drama and art from different times and places.

Examples of Spiritual, Moral, Social and Cultural Education in Landau Forte Academy QEMS include:

- Unit 1 Expressive Arts; Responding to the work of practitioners.
- Unit 2 Expressive Arts; Responding to an emotive – Conflict

- Unit 3 Expressive Arts; Responding to a commission for a specific community
- Drama Year 7; Bullying
- Drama Year 8; Homeless
- Music Year 7; Tango
- Music Year 7; Musical Cycles
- Music Year 8; Unit 1, Blues
- Music Year 8; Unit 4, Reggae
- Performing Arts Unit 1, topic 1; 911
- Performing Arts Unit 1, topic 2; Homeless
- Performing Arts Unit 1, topic 3; Bullying
- Art Year 7 Colour & Shape Unit; Looking at Kandinsky
- Art Year 7 Pattern Unit; Looking at Klimt
- Art Year 8 'Line' Unit; Maori tattooing and Mehndi
- Art Year 8 Still Life Unit; Looking at Georgia O'Keeffe
- Art GCSE Coursework Unit; Looking at Masks from around the world and expressive portraiture

For more information see our curriculum map and specific schemes for learning.

Spiritual education at Landau Forte Academy QEMS involves pupils developing a variety of skills, e.g. performing a sequence in gymnastics, which allows the pupils to express their feelings and emotions as well as be amazed by what their bodies can achieve.

Moral education at Landau Forte Academy QEMS PE concerns pupils having the opportunity to understand how PE can influence their healthy living and lifestyle. PE highlights the advantages of health and lifestyle through team sports and health related fitness. Pupils are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is.

Social education at Landau Forte Academy QEMS involves pupils having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Pupils are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and team work.

Cultural education at Landau Forte Academy QEMS in PE means pupils are given the opportunity to learn games and dances from different traditions, including their own as well being able to appreciate the differences between male and female roles within sport.

Examples of Spiritual, Moral, Social and Cultural Education in PE include:

Pupils reflecting on values surrounding competition which includes 'winning at all costs' as well as sportsmanship and fair play

Pupils learning to handle success and defeat with dignity

Giving time for focus group discussions on lesson objectives and outcomes as well as listening to other people's opinions and giving feedback

Pupils being introduced to tactics and strategies in sport

Pupils developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules

Pupils discovering the role of sport and dance in society and the arts as well as learning dances from different traditions

Pupils becoming aware of different cultural attitudes towards aspects of physical activity

Citizenship Audit 2015 Subject/ area: Performing Arts

Citizenship criteria 2015	Yes	No	Schemes for learning
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.		x	
The operation of Parliament, including voting and elections, and the role of political parties		x	
The precious liberties enjoyed by the citizens of the United Kingdom		x	
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals		x	
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities		x	
The functions and uses of money, the importance and practice of budgeting, and managing risk.		x	
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press		x	
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.		x	
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom		x	
Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.		x	
Human rights and international law		x	

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The legal system in the UK, different sources of law and how the law helps society deal with complex problems.		x	
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding		x	
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	x		School Show
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.		x	

SMSC and British Values audit 2015	Yes	No	Schemes for learning
Experiencing fascination, awe and wonder: Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible	x		Unit 1: All performing art showcases – 911, Homelessness, Bullying, Unit 2 (dependent on theme of the exam brief). This involves research about the context of the subject and then the students have to produce a realisation which links to the theme.
Exploring the values and beliefs of themselves and others: Is shown by pupils' own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	x		Unit 1: All performing art showcases – 911, Homelessness, Bullying, Unit 2 (dependent on theme of the exam brief). This involves research about the context of the subject and then the students have to produce a realisation which links to the theme. Through all art disciplines.
Understanding human feelings and emotions: Is shown by pupils' willingness to reflect on their experiences	x		Unit 1: All performing art showcases – 911, Homelessness, Bullying, Unit 2 (dependent on theme of the exam brief). This involves research about the context of the subject and then the students have to produce a realisation which links to the theme. Through all art disciplines.
Using imagination and creativity in learning: Is shown by pupils' use of imagination and creativity in their learning	x		Unit 1: All performing art showcases – 911, Homelessness, Bullying, Unit 2 (dependent on theme of the exam brief). This involves research about the context of the subject and then the students have to produce a realisation which links to the theme. Through all art disciplines.
Investigating moral values and ethical issues: Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues	x		Unit 1: All performing art showcases – 911, Homelessness, Bullying, Unit 2 (dependent on theme of the exam brief). This involves research about the context of the subject and then the students have to produce a realisation which links to the theme. Through all art disciplines.
Recognising right and wrong and applying it: Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives	x		Unit 1: All performing art showcases – 911, Homelessness, Bullying, Unit 2 (dependent on theme of the exam brief). This involves research about the context of the subject and then the students have to produce a realisation which links to the theme. Through all art disciplines.
Understanding the consequences of actions: Is shown by pupils' understanding of the consequences of their actions	x		Unit 1: All performing art showcases – 911, Homelessness, Bullying, Unit 2 (dependent on theme of the exam

			brief). This involves research about the context of the subject and then the students have to produce a realisation which links to the theme. Through all art disciplines.
Developing personal qualities and using social skills: Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	x		Unit 1: All performing art showcases – 911, Homelessness, Bullying, Unit 2 (dependent on theme of the exam brief). This involves research about the context of the subject and then the students have to produce a realisation which links to the theme. Through all art disciplines.
Participating, cooperating and resolving conflict: Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively	x		Unit 1: All performing art showcases – 911, Homelessness, Bullying, Unit 2 (dependent on theme of the exam brief). This involves research about the context of the subject and then the students have to produce a realisation which links to the theme. Through all art disciplines. Working as a group to produce the showcase.
Understanding how communities and societies function: Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels	x		Unit 1: All performing art showcases – 911, Homelessness, Bullying, Unit 2 (dependent on theme of the exam brief). This involves research about the context of the subject and then the students have to produce a realisation which links to the theme. Through all art disciplines.
Exploring, understanding and respecting diversity: Is shown by pupils' 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 attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	x		Unit 1: All performing art showcases – 911, Homelessness, Bullying, Unit 2 (dependent on theme of the exam brief). This involves research about the context of the subject and then the students have to produce a realisation which links to the theme. Through all art disciplines.
Participating in and responding to cultural activities: Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities	x		Unit 1: All performing art showcases – 911, Homelessness, Bullying, Unit 2 (dependent on theme of the exam brief). This involves research about the context of the subject and then the students have to produce a realisation which links to the theme. Through all art disciplines.
Understanding and appreciating personal influences: Is shown by pupils' understanding and appreciation of the wide	x		Unit 1: All performing art showcases – 911, Homelessness, Bullying, Unit 2 (dependent on theme of the exam brief). This involves research about

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range of cultural influences that have shaped their own heritage			the context of the subject and then the students have to produce a realisation which links to the theme. Through all art disciplines.
British Values criteria 2015			
An understanding of how citizens can influence decision-making through the Democratic process.		x	
That living under the rule of law protects individual citizens and is essential for their wellbeing and safety.		x	
An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain Independence.		x	
An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.		x	
An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.	x		Unit 1: All performing art showcases – 911, Homelessness, Bullying, Unit 2 (dependent on theme of the exam brief). This involves research about the context of the subject and then the students have to produce a realisation which links to the theme. Through all art disciplines.