

**SMSC and British values AUDIT**

**Date completed:** 17/7/2025

	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>	<b>British values:</b>
	<ol style="list-style-type: none"> <li>1. Explore beliefs and experience</li> <li>2. respect faiths, feelings and values</li> <li>3. enjoy learning about oneself, others and the surrounding world</li> <li>4. use imagination and creativity</li> <li>5. reflect.</li> </ol> <p><i>N.B. this does not just mean religious beliefs.</i></p>	<ol style="list-style-type: none"> <li>1. Recognise right and wrong</li> <li>2. respect the law</li> <li>3. understand consequences</li> <li>4. investigate moral and ethical issues</li> <li>5. offer reasoned views.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a range of social skills</li> <li>2. participate in the local community</li> <li>3. appreciate diverse viewpoints</li> <li>4. participate, volunteer and cooperate</li> <li>5. resolve conflict</li> </ol>	<ol style="list-style-type: none"> <li>1. Appreciate cultural influences</li> <li>2. appreciate the role of Britain's parliamentary system</li> <li>3. participate in culture opportunities</li> <li>4. understand, accept, respect and celebrate diversity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Democracy</li> <li>2. The rule of law</li> <li>3. Individual liberty</li> <li>4. Mutual respect</li> <li>5. Tolerance of those with different faiths and beliefs and for those without faith.</li> </ol>
Art	<p><b>SPIRITUAL</b></p> <p>creating art which is respectful and inspired from learned contexts.</p> <p><u>Throughout Year: 4 and 5</u></p> <ul style="list-style-type: none"> <li>• Students reflect on their work (WWW – what went well + EBI – Even Better If)</li> <li>• Imagination and creativity used in outcomes including</li> </ul>	<p><b>MORAL</b></p> <ul style="list-style-type: none"> <li>• The department rules are clear guidelines to which pupils adhere.</li> <li>• They incorporate mutual respect and the consideration for others' work.</li> <li>• Pupils are encouraged to show compassion (moral values) when assessing the work of others through activities and understanding how their comments can build up or destroy another's self-belief.</li> <li>• Each unit in KS3 allows for understanding of jobs to others and encourages discussion as to how best to liaise with others to involve mutual respect.</li> </ul>	<p><b>SOCIAL</b></p> <ul style="list-style-type: none"> <li>• Art and Design frequently requires all pupils to work in pairs, groups or teams, by sharing and discussing their work and the work of others.</li> <li>• Pupil often work collaboratively requiring cooperation and communication linking to the values of our school such as respect and kindness to each other.</li> <li>• Each table/ class need to work as a team leading to respect and integrity between the group.</li> <li>• In Art students are requested to take on roles that involve respect and trust from others and to inspire peers.</li> </ul>	<p><b>CULTURAL</b></p> <ul style="list-style-type: none"> <li>• All units of work link with contextual themes involving various cultures and civilizations from around the world.</li> <li>• This leads to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives.</li> <li>• The fusion of artwork between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Democracy • Freedom to voice opinions during class feedback sessions. • discussions on materials/techniques • Debates/discussions of artists work through critical studies • Student autonomy in their personal projects at KS4/5</li> <li>• The rule of law • The importance of Health and Safety in the Art room • The importance of routine for clearing materials at the end of a practical lesson</li> <li>• Individual liberty • Importance of independent learning at KS4/5 • Importance of reflection of ideas and processes at all KS</li> <li>• Mutual respect • Group and paired projects, working together towards a shared outcome • Taking part in clearing and tidying the rooms • Sharing work and ideas through group feedback, respecting each other's strengths and weaknesses</li> <li>• Tolerance of those with different faiths and belief • Studying artworks and traditions from other cultures, places faiths and identities.</li> </ul>

Business Studies/Finance	Spiritual development within Business Studies involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of <b>employment laws</b> and implementing this in coursework and through exam work.	Students look at <b>employment laws</b> and investigate discrimination in the workplace. Student also complete a unit of work on <b>ethics</b> in business and investigate why some business adopt ethical practices while others do not.	In Enterprise and Marketing and Business Studies, students work collaboratively on a range of projects, particularly on the Enterprise unit where they must work together and develop product ideas and marketing strategies. Throughout the GCSE, students are encouraged to develop their team working skills through collaborative work and research.	In Enterprise and Marketing and Business Studies, students look at the impact of the EU and how this <b>impacts business trade</b> . Students are encouraged to explore the wealth of different countries and how developed they are. Students will research less economically developed countries and the impact this has on businesses and people.	In Enterprise and Marketing and Business Studies, students regularly learn about different laws in Britain. Students learn how to argue and defend points of view.
Dance	Students reflect on their own performance through peer and self-assessment. Imagination and creativity is used throughout all schemes of work ranging from being taught repertoire, working independently and devising material in groups that focus on encouraging students to express their emotions and thoughts.	Students work in groups to collaborate fostering cooperation and respect as well as mutual support. Students are encouraged to engage in different roles within the choreographic process to promote team work. Ks3 are taught a set warm up phrase which sets expectations for them to be accountable for their own preparation for learning.	Students have to use a range of social skills to be able to work collaboratively together in group choreographies.	Students learn about the historical significance of dance	We celebrate British values by encouraging students to engage in the works of British choreographers. Developing mutual respect as a result of fostering a sense of community and belonging
Drama	Students can identify and reflect on their characters beliefs and apply their own interpretation on how to present this when performing. Imagination and creativity is relevant throughout all schemes of work, encouraging students to engage with set repertoire (script work) as well as their own devising ideas.	Students understand why there are rules and expectations within the drama studio and when performing to an audience, allowing them to feel confident and supported by their peers. Students are encouraged to take on different roles within the lesson, from an actor, to director, to audience member, to give them a wide range of understanding on how their work can be praised and critiqued in a positive working environment.	Students are able to develop their social skills through working collaboratively with other students and being able to take on feedback successfully from their teacher.	Students are exposed to a wide range of works that encompass different cultural backgrounds, and are able to enjoy the process of learning and understanding these contrasting cultural groups, whilst showing a clear understanding of how to be respectful.	Respect is embedded in our lessons in all key stages. Students are required to perform to others, listen to others perform, and reflect on these regularly.
English	Year 7 Radical and extremist views on religion and spirituality. <b>My sister lives on the mantelpiece</b>  Year 8 Arranged marriages discussed and debated. <b>Romeo and Juliet</b>  <b>Year 10</b> Making the right decisions even if it's the hardest route. <b>Frankenstein</b> Looking out for others less fortunate than ourselves. <b>An Inspector Calls</b>	Year 7 Peripheral wider reading material looks closely at the criminal justice system over the ages  Year 8 The important of telling the truth and recognizing right from wrong is explored through the year group concept of 'Societal Flaws' justice and prejudice alongside herd behaviour. <b>Blood Brothers</b>  Year 10 Making the right decisions even if it's the hardest route. <b>Frankenstein</b> Looking out for others less fortunate than ourselves. <b>An Inspector Calls</b>	Year 8 tolerance and kindness through the lense of modern-day writers  Year 9 students awareness of self and how to be a good citizen. <b>Quiet at the end of the world / A Christmas Carol</b>  The Quiet at the End of the World' analyses the effects of individuality and the dangers of not accepting others of different ethnic and socio-economic backgrounds  Year 10 The need to fit in with society and knowing your place in the world <b>Frankenstein.</b>	Year 7 Appreciation of differing cultures from different times. . <b>My sister lives on the mantelpiece / Skellig</b>  Year 8 an insight into how these may contrast other countries and cultures. <b>Bone Sparrow</b>	English: British values explored through Lord of the Flies with an insight into how these may contrast other countries and cultures.  Tolerance of those with different faiths and beliefs and for those without faith is explored through Lion above the Door.  Tolerance of those with different faiths and beliefs and for those without faith is promoted and taught in the World and Lives poetry at GCSE
Food Technology	In Hospitality and Catering we will look at a range of chefs, cooks and recipes to understand culture and context to relate to real life situations in planning, preparing and cooking food. Based on the inspiration of chefs and recipes from across the world students will then use imagination to develop a range of recipes linked to a brief in each lesson.	We discuss how the process of how food planning impacts upon the environment and discuss what are the moral issues that we face making food dishes that could affect our planet, We look at green issues in the hospitality and catering industry and showcase how do we develop sustainable ideas that can show innovation and still solve real world issues such as climate change and how the food industry as a whole does not exploit people in different parts of the world.	As part of the planning and preparation process students will need to communicate their ideas to understand where the improvements need to be made for the customers. Students consider culture, health, religious, social issues when developing recipes for customers. At the wider school level students are involved in producing ideas and products for the local community such helping run and promote foodbanks, growing produce in the academy garden and listening and developing other ide as	As part of the preparation process, we look at cultural food dishes in KS3. Food is a global industry, and each dish / recipe can be adapted or changed to meet the needs of customers from a range of different cultural backgrounds. This gives the students an opportunity to discuss and understand cultural issues that affect us globally and also enlighten other students who are not aware of the differences and similarities in certain cultures. As part of studying Food Technology students need to be aware of Health and Safety laws to be able to work safely in the kitchen.	Alongside the lessons the academy has a very strong view on British values. All students are treated individually and are made aware of all rules and responsibilities and the possible consequences when these are not adhered to. Students and staff have mutual  respect for each other and learn how to work as one larger unit in the academy, regardless of faith, beliefs and other issues.  Teaching these values not just in personal development lessons, but in tutor time, timetabled lessons, clubs and society's means the students are always developing their knowledge and learning from other cultures to enable them to be model citizens in the future,

Geography-older version	Y7 Eco-Schools Topic. Students get to apply their beliefs about the school's environmental performance	Post 16 - Globalisation and Global Governance  GCSE Issues Evaluation. Often there is a moral aspect as whether deforestation should happen and judging whose views are most important. I.e Local, National or Global impacts on groups of people. Significance of primary Vs secondary impacts E.g weighing up what is more important 6000 deaths or 6 million jobs lost in Weather Hazards	GCSE Fieldwork includes carrying out questionnaires with the public.  Y8 Coasts – Resolving conflicts between different stakeholders regarding the land use of coasts.  Local fieldwork study in year 9- (participate in local community) Moral Consequences- GCSE and Year 9 Resources topic (ie resource consumption)	GCSE Urban Change in the UK (Bristol) the positive role of immigration in affecting the character of Bristol  UK Wider world- cultural links in GCSE  Cultural Links- GCSE Nigeria/ Rio  Year 7- Scramble for Africa lesson- Colonialism	Post 16 Ethic diversity across London – The reasons and the impacts  Rule of Law-discussion about corruption in Nigeria (Year 10) and Ukraine/ Russia War (Year 7)  UK role in Wider world (Year 10)- Links to democracy
Health and Social	Health and Social Care teaches about the core values of care. It helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs. Students are also encouraged to reflect on their experiences.	Students develop an understanding of concepts related to equality, diversity and rights in health and social care and gain knowledge of discriminatory practice. They also develop an understanding of national initiatives that promote anti-discriminatory practice in health and social care settings.	Social education in Health & Social Care involves students being encouraged to reflect upon the values, attitudes and roles of people that occur in different societies. They will learn to respect and understand the differences in human needs that occur in these societies. Students are led to work in different groupings, encouraging students to accept one another and learn to work alongside each another as a team.	Students will learn how communication is perceived by different cultures and how some methods can be considered a barrier to communication. Students also explore how services need to be made accessible and analyse the impact when communication process fails.	Students in HSC are taught that different people hold different views about right and wrong but should always comply with the fundamental British law of this country, particularly when studying relevant HSC legislation and codes of practice for example the Equality Act 2010. Students are encouraged to develop mutual respect and tolerance of those with different faiths and belief.
History	Students study Medieval England, Bagdad, and the Mali Empire which promotes acceptance of different beliefs. They also study the importance of the Silk Roads and how this helped bring advancement and technology. Students make links to the local context throughout History and further explore this at the end of Year 9 by looking at how Mansfield and the surrounding area has changed over time. Furthermore, students learn about different experiences of different groups of people all over the world by exploring Medieval life, the Transatlantic Slave Trade, Empire, Industrial Revolution, other revolutions, the fight for rights for the working class, how life was impacted in both World Wars, and Stalin's Russia. Students also do an in-depth study on the Holocaust, reasons for it, what happened, and they then look at more recent genocides.  The History curriculum sees golden threads of second order concepts that develop students cultural capital as well as celebrates that different cultures that have formed the world that we live in today.	Year 8: Migration to the UK over time; abolition of slavery; the diversity of the British Empire. Year 9: perpetrators of the Holocaust; life under Stalin's dictatorship; 20 <sup>th</sup> century British protests. Year 10: Crime and punishment 1250-present, impact of changing attitudes on understanding of crime. Year 11: Living under Nazi rule. Cold War in Europe – ethical discussion about use of nuclear weapons, proxy wars.  In History, students explore the beginnings of Parliament and track the changes in power between monarchy and parliament across KS3. Students also examine moral issues that still in some cases cause debate today by looking at subjects such as slavery and empire. We also look at how different groups protested for change and the impact this had. In addition to this, students study the Holocaust and more recent genocides. At GCSE, students study how Crime and Punishment changed over time, c1000-Present and the rise of the Nazi Party. During Superpower Relations, the arms race is explored.  Across the History curriculum, students are taught the importance of understanding where information comes from (sources) as well as how to write balanced arguments. Both of which are skills that can be applied to everyday life.	Students engage in lots of discussions (partner, small groups, whole class). They also look at lots of local history that has been woven throughout the Key Stage 3 curriculum. Students are encouraged to work together on tasks.	Students look at lots of different Medieval cultures that are revisited as students' progress through KS3 – Medieval England, Bagdad, Mali, the Silk Roads. They examine the start of Parliament and how power has shifted between monarchy and parliament and where there was conflict over power such as the Civil War. The experiences of the British Empire are explored alongside the abolition of slavery. The development and expansion of democracy in Britain is also studied by students to look at how the working class campaigned for the vote as well as how women gained the vote.	The History curriculum is rich with Fundamental British Values. By teaching about the start of parliament, the shift in power from monarchy to parliament, were there have been conflict, and how suffrage and rights were widened out over time students have a strong understanding of democracy and the rule of law. Individual liberties, and how this changes over time and in different countries is also explored by examining Stalin's Russia and Hitler's Germany. It is also studied through the fight for rights and freedoms within Britain and the Civil Rights movement of the USA. By exploring a range of cultures across different countries and time periods, students develop a mutual respect for other cultures and understand how they have shaped today's global society.
IT / Computer Science	Computing provides opportunities for reflection of awe and wonder about the achievements in ICT today and the possibilities for the future. ICT lets students reflect on how computers can sometimes perform better in certain activities than people. To promote students' spiritual development, their sense of self and their will to achieve, the computing department continually takes the opportunity to praise students for their contribution in lessons.	Students consider the effects of social networking and the consequences of cyber bullying; they also consider the legal aspects of ICT including the Data Protection Act, Computer Misuse Act and Copyright legislation. They consider the implications of file sharing and downloading illegally and the penalties for engaging in this type of activity. Students also consider the moral aspects of developments in technology including the use of CCTV cameras	As students develop their skills in a range of software, they are challenged to work in groups to find solutions whilst developing respect for the ideas and opinions of others in their team. This is particularly prevalent in the design phase of tasks given. In addition, students are encouraged to develop their team working skills through collaborative work and research. Computing can also help all students to express themselves clearly and to communicate.	The way that Computer Science technologies shaped the way that many people live their lives and the concept of total digital reliance in the first world is explored in depth to assess the importance of key technologies and the roles that they play. Digital youth culture is also explored in detail, identifying how a student would identify their "digital self" and how many young people are able to find a sense of belonging within the online world that they may struggle elsewhere.	Students develop their understanding of how hate crime is spread using technology, how social media is manipulated to promote extremism. Computing also promotes communication round the world and shows how people are connected through the use of technology.  Year 7 Using social media responsibility Development of personal digital identities

		<p>Year 7 Understanding of the consequences of their behaviour and actions online How to identify fake news</p> <p>Year 8 Implication of AI and machine learning for the future of work</p> <p>Year 9 Understanding of the consequences of their behaviour and actions online</p> <p>Year 12/13 Ethics/Morality of the impact of computing on the world/people</p>	<p>Year 7 Being aware of presence/data on it platforms/social media. Secure Social Media platforms</p> <p>Year 8 Being aware of presence/data on it platforms/social media</p> <p>Year 9 Being aware of presence/data on it platforms/social media</p> <p>Year 10 Understanding of copyright and the use of AI for schoolwork</p> <p>Year 12/13 Understanding of copyright and the use of AI for school work</p>		<p>Year 8 Development of personal digital identities</p> <p>Year 9 Mutual respect in the online world</p> <p>Year 10 Open source vs closed source software.</p> <p>Year 11 It law – Computer Misuse Act, Data Protection Act, Copyright Design and Patents Act</p> <p>Year 12/13 It law – Computer Misuse Act, Data Protection Act, Copyright Design and Patents Act, Regulation of Investigatory Powers Act,</p>
MFL	<p>Learning about different festivals around the world, including religious events (e.g. Christmas, Eid, The Day of the Dead, Labour Day).</p> <p>Through language we learn how to develop a personal value and self belief.</p>	<p>Respecting the law and rules in countries where the target languages are</p> <p>Year 7 Students se language sensitively when describing others and the appearance of others.</p> <p>Year 8 Use language sensitively when comparing houses and towns.</p> <p>Year 9 Use language sensitively when describing areas in Spanish speaking countries.</p> <p>Year 10 Use language sensitively when describing relationships with families and friends</p> <p>Year 11 Use language sensitively when describing troubles and hardships people face globally</p>	<p>Group discussions and pair work to promote mutual respect and tolerance.</p> <p>Year 7 Students often work in pairs and groups</p> <p>Year 8 Students work together on presentations.</p> <p>Year 9/10/11 Throughout language teaching we give opportunities for students to work</p> <ul style="list-style-type: none"> <li>• in pairs</li> <li>• in groups encouraging them to work with different people to encourage social interaction both verbal and non verbal</li> </ul>	<p>Festivals and cultural events from Span</p> <p>The similarities and differences between school / family life in the UK and Spain</p> <p>Year 7 Differences in towns in Spain and England.</p> <p>Year 8 International Day of Languages: a celebration of culture and language.</p> <p>Year 9 Festivals in Spanish speaking countries. Trip to Barcelona in yrs8/9</p> <p>Year 10 Festivals, different holiday destinations in Spanish speaking countries.</p> <p>Year 11 Global issues of poverty and climate across Latin American world</p>	<p>Being tolerant towards other cultures and lifestyles.</p> <p>Year 7 We allow students to share their connections with their home language and that of the target language.</p> <p>Year 8 Throughout the curriculum we encourage students to express and share opinions and respect those of others.</p> <p>Year 9 Students express more complex opinions in a respectful way on a variety of topics.</p> <p>Year 10 Throughout the curriculum we Students express more complex opinions in a respectful way on a variety of topics.</p> <p>Year 11 Students express more complex opinions in a respectful way on a variety of topics.</p>
Maths	<p>The surrounding world examples; Standard form – distances between planets, size of microscopic entities etc</p> <p>Financial Maths covered in KS3.</p> <p>Statistics-population, census, sampling</p> <p>A Level Mechanics – forces acting upon the world</p> <p>Use imagination and creativity</p> <p>Art activities incorporating symmetry, transformations, coordinates.</p>	<p>Offer reasoned views;</p> <p>Prove, explain eg; circle theorems / vectors etc</p> <p>Explanation of steps performed in longer maths questions</p>	<p>Trips – run for higher GCSE groups</p> <p>Group discussions/debates</p> <p>Group work</p> <p>Contribution to lessons</p> <p>Acknowledging different methods to achieve same answer</p>	<p>Cultural capital incorporated into department resources</p> <p>Inflation – percentages</p> <p>Culture Day – Seeing how Maths is used in different cultures e.g . Different symbols for numbers, Japanese Sudoku.</p>	<p>Respect in class / small group discussions</p>
Music	<ul style="list-style-type: none"> <li>• SOL that we cover: World Music, The Blues.</li> </ul> <p>We look at the context behind these, and the students experience a range of different styles of music. Students perform and compose music in different styles, and they reflect on both of these.</p>	<ul style="list-style-type: none"> <li>• Students handle equipment and instruments with care and respect in the music department.</li> <li>• Students respect each other when listening to and reflecting on theirs and others' performances.</li> </ul>	<ul style="list-style-type: none"> <li>• A wide range of group, paired and solo tasks throughout each SOL.</li> <li>• Students have the opportunity to take leadership, and practice conflict resolution, during any group/paired work.</li> <li>• Respect is exercised in every lesson – Students share their work, perform/listen to each other, and give feedback throughout each SOL.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a diverse range of instruments available for students to use, from all around the world. (Rhythms of the World SOL– Samba/Djembe drumming and Ukulele's)</li> <li>• Performance opportunities every term for those students in Key stage 3, 4 and 5 for their curriculum. Students who have private lessons also have the opportunity to perform at various events.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect is embedded in our lessons in all key stages. Students are required to perform to others, listen to others perform, and reflect on these regularly.</li> </ul>
Product Design	<p>In Design Technology we will look at a range of Designers to understand culture and context to world situations such as WW1 and WW2 and how that affected people's perception of</p>	<p>We discuss how the process of design impacts the environment and discuss what are the moral issues that we face making products that could affect our planet, how do we develop sustainable ideas that</p>	<p>As part of the design process students will need to communicate their ideas in order to understand where the improvements need to be made for the clients, the wider school level</p>	<p>As part of the design research process we will look at a range of design movements from across the world. This gives the students an opportunity to discuss and understand cultural issues that affect</p>	<p>Students across all cultures and backgrounds are encouraged to understand British values and how that works in our classroom and school. British values of fairness, respect and inclusion</p>

	design and products. Based on the inspiration of designers across the world students will then use imagination to develop a range of designs and ideas that will help form a product they are given a brief for.	can show innovation and still solve real world issues such as climate change and how products do not exploit people in different parts of the world.	students are involved in producing ideas and products for the local community. During discussions about a range of ideas students must be able to show respect to other designers in the classroom, we actively want to create a studio culture of collaboration between students like they would experience in the design industry.	us globally and also enlighten other students who are not aware of the differences and similarities in certain cultures. As part of studying DT students need to be aware of Health and Safety laws to be able to work safely in the workshop.	are used throughout each lesson, a regular example of this is when students are asked to peer assess each other's work and collaborate on how to make progress in lesson. When discussing cultures and faiths within Design movements it is important to share the knowledge and also challenge the misconceptions so that students are more understanding by the end of the lesson.
Psychology	Students study mental health conditions such as OCD, Depression and Phobias, as well as understanding the biological, genetic and lifestyle factors that contribute to stress. Students learn about themselves and how their own memory works.	Students explore the moral dilemmas facing people in society through the influence of others. Students also explore the moral dilemma facing people suffering from addiction. Students study ethical considerations in research methods, weighing up the morals if right and wrong.	Students in psychology explore different viewpoints by exploring a range of psychological studies across a range of key topics.	In KS5 students learn about attachment, they learn about British influences on attachment, they also look at cultural influences on attachment. They learn how to understand, accept, respect and celebrate diversity.	Students study ethical considerations in research methods, weighing up the morals of right and wrong also learning about mutual respect and confidentiality of participants.
PE	During the range of activities that students can participate in (whether core PE lessons, exam subjects or extra-curricular Physical Education sessions), students can develop a sense of enjoyment and fascination in learning about themselves, others, and the world around them. Students should be consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and other experiences.	PE in general teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. Students should abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives. All Students are to participate with showing high levels of teamwork, fair play, and respect for others. Core values of PE intent showed through culture and developing a positive learning environment.	Students in PE can use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. This is evident in extra-curricular and inter school competitions. (All GAT events) The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.  All Students are to develop social factors through showing of sportsmanship and cooperation. Students display respect and show character building through competition and finding a way to compete. Students to work on problem solving with sharing ideas and strategies to overcome issues in games and team building exercises	The PE department can encourage a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.  All students participate in a range of different sports from different countries and how sport is developed internationally.	PE teaches fairness, respecting rules of games and respecting other people regardless of their backgrounds.  All Students can learn the rule of law- Rules of the games that all students adhere to keeping them safe. Respect- Students will treat each other with respect and work as a team to complete tasks and drills to increase success. Work together in a team environment. Democracy- Students are to vote for their own MVP in the lesson to promote success. Individual Liberty- Responsibility to keep active and healthy. Tolerance- All students is appreciated in the team and valued to the highest level. Olympic Values- Friendship, respect, excellence.
RE	Explore beliefs, respect values, use imagination, and reflect Y7 – "Why believe in God? Or why be an atheist?" Students explore a range of beliefs (theistic, atheistic), encouraging personal reflection and understanding of others' worldviews. Y8 – "Where can we find wisdom to live by?" Students consider religious and secular sources of wisdom, fostering self-awareness and the ability to reflect on life's deeper questions. Y9 – "Can the existence of God be true?" This question requires philosophical reflection and exploration of metaphysical ideas, enhancing spiritual thinking. KS5 – "Develop analysis of identity, diversity, meaning and value" Deep reflection on personal and collective meaning, belief, and purpose.	Recognise right/wrong, understand consequences, offer reasoned views Y8 – "Can crimes be justified?" and "What does justice mean in religion?" Students examine ethical and legal standards across religions and societies. Y9 – "Is it morally acceptable to have weapons of mass destruction?" Tackling global moral dilemmas enhances students' ability to form reasoned moral views. KS4 – "Crime and Punishment" & "Should the death penalty be reinstated?" Clear links to moral reasoning, evaluating consequences, and debating ethical issues. KS5 – Application of ethical theories Enables students to reason through complex moral situations using frameworks like Utilitarianism, Kantian ethics, etc.	Use social skills, participate in community, cooperate, resolve conflict Y8 – "What will make our communities more respectful?" This encourages dialogue on mutual respect, cooperation, and local engagement. Y7 – "What can we learn from places of worship?" Builds appreciation for shared spaces and encourages interfaith respect and cooperation. KS4 – "Peace and Conflict" Explores how religious and ethical teachings can promote reconciliation and resolution. KS5 – "Analyse influence on individuals and societies" Involves understanding religion's role in shaping social behaviours and societal norms.	Appreciate cultural diversity and influence, engage in cultural life Y7 – "Attitudes to festivals" Engages students with the cultural dimensions of religion and its celebrations. Y9 – "How did the Holocaust affect Jewish survivors' belief in God?" Provides context for historical and cultural tragedy and its religious implications. KS4 – "Religion and Life" (e.g., animal experimentation) Offers insight into how cultural and religious values shape ethical stances. KS5 – "Account for varied interpretations... of diversity, identity, meaning" Promotes a sophisticated understanding of multicultural perspectives.	British Value, Example from Curriculum Democracy - KS5 students justify positions and engage in philosophical debate; earlier years explore community respect and justice. Rule of Law - Crime and Punishment Unit (KS4) – explores legal systems, consequences, and religious responses to justice.  Individual Liberty, Debates around sexuality, belief in God, and ethical choices (KS4) support informed personal decision-making.  Mutual Respect, Units like "What will make our communities more respectful?" and studies of diverse beliefs cultivate empathy and respectful dialogue.  Tolerance of Faiths and No Faith, Across all years, students learn about Christianity, Islam, Humanism, and Atheism, creating a pluralistic understanding of belief systems.

Science	<p>Science uses evidence to make sense of the world and at Brunts we aim to drive a mindset of “why” to help pupils question the world around them. It has the ability to make us feel both enormously insignificant (compared to the scale of the visible universe) and enormously significant (we are genetically unique) when pupils learn about the universe all the way down to an atom. It helps us understand our relationship with the world around us (how the physical world behaves, the interdependence of all living things and the intricacies of how our body works). Making new discoveries increases our sense of awe and wonder at the complexities and elegance of the natural world. For students this can be a spiritual experience and drives us onwards in our search for understanding and allows us to reflect on our part in the world.</p>	<p>Pupils learn how scientific discoveries and inventions need to be used responsibly, and decisions made based on evidence (not prejudice). As teachers, we encourage pupils to be both open minded (generating a hypothesis) and critical (demanding evidence) and to use their understanding of the world around them in a positive manner.</p> <p>Pupils analyse how laws support healthy living from alcohol, to smoking.</p> <p>Pupils debate the ethical puts around food vs fuel production in plant crops, the deforestation of rain forest for farming vs habitat destruction and many other points within lessons which allow pupils to discuss ethical concerns and offer reasoned views.</p> <p>Key examples are: Evaluating the use of stem cells taken from embryos. (Y10 Cells). Evaluating screening for genetic disorders and gene therapy to alleviate suffering (Y11 Inheritance, variation and evolution).</p>	<p>Scientists are collaborators. Sharing ideas, data, and results (for further testing and development by others) is a key principle of the scientific method. We encourage pupils to work together on scientific investigations and to share results (to improve reliability). Pupils regularly work in pairs to discuss ideas and support each other in practical work. Pupils critically analyse each others work through peer-marking and when in debates show respect and understanding of each others and out side community views to support them to build their own views on ideas.</p>	<p>Science permeates modern culture, and has played a key part in developing it. It is (both currently and historically) an international activity. In Science lessons, we explore and celebrate research and developments that take place in many different cultures, both past and present. We explore how scientific discoveries have shaped the, beliefs, cultures and politics of the modern world. We discuss how laws can influence cultural behaviours such as bans on smoking indoors, car tax increases to reduce diesel cars and ULEZ zones implementations to improve air quality in cities. We also discuss how genetics cause different diseases and differences between us to support acceptance and understanding of diversity in the world around us.</p>	<p>The development of scientific thinking (working scientifically in each year group). The diversity that leads to the development of scientific thinking over time. E.g. contribution of scientists over time towards the development of the atomic model. The role of Watson and Crick (and Rosalind Franklyn!) to the discovery of DNA. Democracy – pupils learn about how politics and science share each other to develop new laws to support the healthy living of the British people. Rule of law – looks at the laws and processes behind smoking, drugs, drink driving and genetic engineering. Individual liberty – debates and discussion around pregnancy, eating choices, ethics decisions around crops and habitat destruction. Mutual respect – development of discussion to understand different counties perspectives on climate change. Understanding of each other through genetics and reproduction topics. Tolerance - understanding scientific view in line with beliefs when learning about reproduction and evolution.</p>
Sociology	<p>Spiritual development in Sociology involves understanding and questioning religion as an agent of social control. Students explore the nature of religion in society today and the complexity of it. They are also encouraged to explore different belief systems that have emerged as a result of globalisation and how this affects their lives.</p>	<p>Moral education in Sociology allows students to enhance their cultural development: through studying and appreciating family life that differs to their own. This is further embedded through debates and critical thinking which is encouraged in lessons.</p>	<p>In sociology students are continuously developing their social skills. They are encouraged to develop their communication, analytical and critical skills through the debates. The different sociological theories allow students to gain a greater awareness and respect for the different opinions individuals have.</p>	<p>In Sociology students can build their cultural awareness through exploring the role of different cultures and how that impacts interactions. They also learn to explore different cultures in topics such as beliefs in society in which students analyse the issue of cultural identities that has arisen because of immigration.</p>	<p>In Sociology we look at British values in the ‘education’ topic. We look at the importance of respect and tolerance and how this is implemented through educational policies.</p>
Textiles	<p>In Textiles the project features cultural inspiration from around the world and how people express their traditions and cultural through clothing. Taking inspiration from past and present designers who show their values, beliefs and experience through their designs. For example in Yr 9 Zero Waste Daniel Designer shows his beliefs of ensuring we design sustainably and showing that men can design womenswear without judgement on their sexuality. how that affected peoples perception of design and products. Yr 8 make a bag based on African Culture and kente cloth which is traditional and has many meanings through symbol and colour. Design briefs encourage students to use their imagination and creativity to design products for the needs of others.</p>	<p>In Yr 7 and 9 sustainability is discussed and how the fashion industry contributes to many environmental issues. Yr 7 focus on the processes of making fabric and the amount of water usage, land and chemicals. We discuss how fabric is thrown away into landfill and how we can make better decisions e.g buying secondhand, making and mending clothing etc. Yr 9 look into how brands and designers can be more sustainable and design with zero waste.</p>	<p>As part of the design process students will need to communicate their ideas in order to understand where the improvements need to be made for the clients, the wider school level students are involved in producing ideas and products for the local community such as the poppy dress for Remembrance Day and community weaving. Yr 9 project is designed to encourage the culture of collaboration between students like they would experience in the design industry and where their pieces are put together to make one display.</p>	<p>In Yr 8 unit of work students look at African culture and kente cloth to inspire the designs for their bags. In one of the lessons the acceptance and tolerance for this cultural influence is discussed as an example from current news articles discusses the wearing of Kente cloth by people in US democracy and how this made some Ghanians feel. Traditional dress being worn with respect not as a ‘fashion statement’.</p>	<p>In the projects for textiles tolerance and respect for others and for the environment is shown through the units of work. Respecting different cultures, traditions and beliefs with dress and self expressions. Students are show to respect their environment and charities who are working to make a positive impact on our world and community.</p>

