

PHYSICAL, SOCIAL, HEALTH and ECONOMIC EDUCATION (PSHEE) and SPIRITUAL, MORAL, SOCIAL & CULTURAL (SMSC) POLICY



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A. Scope: This policy is for all staff and is applicable to all pupils.

B. Aims and Ethos of Learning for Life:

Our aim is that Caldicott boys should become confident young people through the provision of a first class education in a happy, safe and secure environment. Every child at Caldicott is given the opportunity to achieve his potential within a broad range of academic, cultural and sporting pursuits. The opportunities, responsibilities and experiences we provide help them prepare for later life.

Above all, we believe that our high ideals, excellent pastoral care and traditional family values at Caldicott help pupils to grow up happily and honourably, with self-respect, confidence and a strong sense of responsibility and consideration for others and the wider community. A consideration for others and an understanding of the world around us (its different religions and cultures) is central to the Caldicott ethos. The pupils are encouraged to express their own opinions, and to know that their thoughts and feelings will be heard and respected.

The School promotes spiritual, moral, cultural, mental and physical development of pupils at the School and we are committed to maintaining our reputation as a caring, happy and creative school wherein each child is valued and encouraged to maximise all opportunities on offer.

We endeavour to do this by:

- providing a safe, secure environment;
- developing a sense of community in which staff and children respect one another and self-discipline and responsibility are important;
- creating, through example, an atmosphere where, not only excellence is valued but also commitment and effort;
- working to give children a love of learning and an enquiring mind;
- to promote pupil's spiritual, moral, social and cultural development throughout their school life.
- constantly evaluating what we do.
- helping children to understand that they have a part to play in the community and the wider environment including their impact upon it.
- preparing children for the next stage in their education and for a successful and happy life in the wider world.
- creating connections between Caldicott and the outside community, in an effort to develop the boys' understanding and empathy.

C. Practice

We achieve our aims through a number areas and approaches:

Christianity

In a general sense, Caldicott could be described as a Church of England school. Christian values are at the heart of what we believe in, and how we aim to live our lives. Children are taught Bible stories, and follow a Christian calendar throughout the year (Christmas, Easter, etc.). We are fortunate to be able to turn to James Paget, who is our experienced and highly respected Chapel Master. He often leads the School in prayer and advice in our own church services.

Religious Studies

Tolerance of all faiths and faiths different from one's own forms the bedrock of our Religious Studies curriculum. Religious Studies is followed throughout the School and within each year group, there is time spent studying Bible stories from the Old and New Testaments, world religions and contemporary Issues. The lives of significant personalities from the recent past are studied as well as organisations that have helped promote well-being in the world and world peace. Frequent educational visits are made to places of religious interest in our area, such as churches, cathedrals, temples and synagogues.

Religious and cultural awareness is encouraged through the celebration of different religious festivals, such as Diwali, hence creating an understanding of the impacts upon their peers' lives.

Caldicott does not discriminate against any cultures, religious beliefs or views. We actively promote a culture of religious and cultural understanding, awareness, respect and tolerance amongst both staff and pupils.

Assemblies

Assemblies are central to our week and there are always presentations from members of staff. This can take the form of a short talk, with a moral point, or through some role-play situations enacted by pupils. Often, an outside visitor may be invited to come and talk to the children about a charity or other current points of interest in the school.

Outside Speakers

Our policy on Visiting Speakers is set out separately, and has regard to the Government's Prevent Duty guidance and the School's wider safeguarding obligations. The school invites outside agencies to visit and give talks to different groups within the school on a variety of important issues. These may be addressed to different age groups, to staff and to parents. Recent talks have included ones on Mental Health, by Dick Moore, and "Teenagers Translated" by Janey Downshire. Talks on substance abuse and internet safety are given by specialists each year, equally aimed at pupils, staff and parents.

Form Tutor Time and PSHEE Scheme of Work

Both form time and PSHEE schemes of work offer class teachers the opportunity to raise issues that relate specifically to their children, and the circumstances in which they find themselves. This can be as focused and obvious as circle time, or as subtle as reading a story that has in it a message that the teacher wants to convey. This is a crucial time for building up trust and positive relationships between teachers and pupils. In such a context, sensitive topics such as bullying, personal relationships and personal development can best be discussed avoiding prejudice-based language.

PSHEE main areas of study

The school offers age appropriate guidance on:

- Drug education
- Careers education and guidance
- Financial and Economic education
- Sex and relationship education
- The importance of physical activity and a diet for healthy lifestyle
- Citizenship
- Equality

This is covered in a variety of methods including Assemblies, Science, PSHEE classes, outside visitors and form tutor time.

Topic studies

Through History, Geography and PSHEE topic studies, the children can learn about lives that are very different from their own, and more about the world, both past and present. They will learn about economic education and respect for other people, with particular regard to protected characteristics.

PSHEE is embedded in every possible subject, with teachers practising debates, experiments and talks where possible in their subjects. PSHEE should absolutely not be treated a stand-alone subject, taught by only one teacher.

Extra-curricular Curriculum

We offer a wide range of after school activities including an opportunity for older children to complete their Prep.

Internet Safety

Internet Safety is taught during computing lessons and as part of PSHEE lessons. The older children are also encouraged to prepare and present their own opinions on internet safety.

Safeguarding

Pupils are taught an awareness of safeguarding issues and are given guidance on who to speak to if they have any concerns. They are reminded that Caldicott is a 'SHARING' school and they may speak with the Headmaster or staff member at any time without feeling it is wrong to do so. Mrs Dyer is 'the friend of Caldicott' and

'listener' for our pupils. There is also a group of 15 pupils, known as 'listeners'. Pupils may speak to any one of them during free time at Caldicott and this can be organised by the pupil's tutor.

Privacy and personal space is emphasised, with time allocated to the 'PANTS Rule' in the Junior School. Age appropriate guidance on appropriate behaviour and how best to respond is given in the Senior School through PSHEE lessons. Children will better identify dangers posed to them and understand how to respond and where to seek help. See the Safeguarding and Child protection Policy for further information.

D. Spiritual, Moral, Social and Cultural Development

We actively promote **Fundamental British Values** as coined by the Prevent Strategy in 2011, and built upon by amendments to the Teaching Standards from 29 September 2014:

1. Democracy

- All children participate in the democratic process of voting for a member of our community to represent the class at School Committee.
- The principle of Democracy is also explored in an age-appropriate fashion in History and RS lessons across the school, as well as in Assemblies.
- Decisions are made by majority voting which reflects accurately one of the corner stones of British culture.

2. The rule of law

- All our children are encouraged to explore and to devise laws which govern their behaviour both within the classroom and also in the wider community.
- Children are encouraged to explore the values and expectations behind the laws which govern and protect the UK and which are reflected in the Caldicott Code of Conduct.
- Our PSHEE curriculum covers a variety of aspects including rights & responsibilities, drugs awareness and how to keep yourself safe.
- All year groups participate in a range of transition activities that develop their life skills, awareness of dangers within society and keeping themselves safe, prior to moving on to senior school.

3. Individual liberty

- All our children are treated as individuals at Caldicott, and are encouraged to acknowledge and exercise their rights and freedoms as well as those of others.
- Caldicott strives to provide an environment in which all members of our community can voice their opinions in a safe environment and one in which they can enjoy respect.

- Caldicott has robust Behaviour and Anti-Bullying policies, thus supporting and actively promoting the concept of individual liberty, thereby ensuring that all members of our community are able to develop their abilities and appreciate the importance of informed decisions and the consequences of their actions.

4. Mutual respect

- Caldicott strives to ensure that all members of our community appreciate the effect that their actions may have on themselves and on others. To this end, mutual respect features strongly in our school aims and in our ethos.
- Our vision for every member of our community is that they will be the best that they can be. This aim is supported by everything that we do through the curriculum, extra-curricular activities and through enrichment events, and the ways in which we treat each other.
- Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.
- Strong figures in society are discussed and emphasised, with a deliberate focus on **both** sexes. Boys will understand that it is good to be different and to go against the tide for a good cause. They will respect these strong figures for what they have done for us and recognise them in their own community and family.

5. Tolerance of those of different faiths and beliefs

- All members of our community benefit from the richness which different faiths, colours, races and creeds bring to the school, thereby developing a better understanding of how to take their place in a culturally diverse society in the United Kingdom.
- The RS, PSHEE and the Assembly themes all serve to support this aim and contribute positively to the SMSC experience our children enjoy.

Furthermore, the DfE non-statutory guidance of November 2014 advises as follows.

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being 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 hold other faiths and beliefs is protected in law;
- An acceptance that 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;
- An understanding of the importance of identifying and combatting discrimination.

By following this guidance on FBV we believe that the spiritual, moral, social and cultural development of our pupils is actively promoted and catered for by ensuring that pupils are enabled to:

a. Develop their self-knowledge, self-esteem and self-confidence:

We celebrate the achievements of all our children, individually and as part of a team. Our adults are proud to act as role models for our children and to encourage them to be the best that they can be.

We help our pupils develop these qualities through a wide range of opportunities such as:

- Pupil involvement in Assemblies
- Concerts/Solos in Assembly
- Year group plays
- Writing match reports
- Delivering the reading during our Church services
- Reading the prayer
- Giving every child the opportunity to represent Caldicott in a sports team
- Making presentations and celebrating achievements outside of school in Assembly

b. Distinguish right from wrong and to respect the civil and criminal law of England:

Caldicott boys are supported as they learn to make this important distinction, and are encouraged to understand that living in England comes with the responsibility to abide by the law.

c. Accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living locally and to society more widely:

This is achieved by

- promoting and celebrating the value of community service, such as Student Council, duties, and positions of responsibility.
- actively promoting participation in annual charity events, such as Focus Week.
- Supporting two charities each year, one that is local to the area and one that is further afield.
- Hosting several sporting competitions and academic workshops that benefit children in the local area.

d. Acquire a broad general knowledge of, and respect for, public institutions and services in England:

Caldicott boys experience, through our PSHEE curriculum and visiting speakers, the roles and responsibilities of other professions related to public institutions

such as health care professionals, emergency service professionals and the police.

e. Demonstrate tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures:

- Caldicott is a diverse community which celebrates children from every race, colour and creed and every combination of the same.
- Our PSHEE programme supports this valued part of our ethos.
- Caldicott welcomes international pupils.
- In recent years, Caldicott has cultivated links with a plethora of culturally diverse charities.

f. Develop and show respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England:

- Democracy is alive and well at Caldicott and our children experience it in an age-appropriate fashion when voting for the School Committee.
- A progressive programme introduced the boys to parliament and its function within society from 1st Form.
- Through our PSHEE programme, Caldicott boys gain an understanding of the role of the Police, Armed Forces and the emergency services.
- Where appropriate 'mock' votes take place to allow pupils to understand the democratic process.
- Pupils in 3rd and 4th Form can take part in a Debating Club after school, allowing them the opportunity to understand differing points of view and vote on the outcome of a debate. There is also a club for boarders, which caters for boys in the 5th and 6th Form.

In addition, Caldicott aims for all our children to show respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010:

- age,
- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,
- race,
- religion and belief,
- sex,
- sexual orientation.

Our provisions, criteria and practice in all areas, including teaching must not discriminate against pupils in a way contradictory to the Act. We train all our staff on the implications of the Equality Act 2010 in the workplace.

Caldicott is a community of children and adults from different races, colours and creeds and combinations of the same. We believe that we are stronger as a result of our diversity, which makes Caldicott a very special place to be. We take very seriously our responsibility to ensure that every member of our community is valued in an atmosphere of mutual respect and tolerance, and we are proud of the ways in which we understand and celebrate our differences. Caldicott actively promotes FBV through the curriculum, assemblies and other activities, as well as through the expected behaviour of pupils and staff. They are embedded in the ethos of the school.

Curriculum design to support FBV

Caldicott's curriculum is designed to:

- enable all members of our community to develop their self-knowledge,
- raise self-esteem and self-confidence through PRAs (Personal Records of Achievement).
- enable pupils to distinguish between right and wrong, and to accept responsibility for their own behaviour, as detailed in the Behaviour Policy.
- promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- encourage respect for other people and foster respect for democracy and support for participation in the democratic process in England.
- effectively prepare our pupils for British life by developing a range of character attributes that underpin success in the community.

E. Our Approach to Political Issues

Caldicott discourages the promotion of partisan political views in the teaching of any subject. We will take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views. This will be done while they are in attendance at the School or taking part in extra-curricular activities which are provided or organised by or on behalf of the School or in the promotion at the School. The latter includes through the distribution of promotional material on extra-curricular activities taking place at the School or elsewhere.

The “Prevent Duty” and our role in the prevention of political indoctrination

The school follows the ‘Prevent duty’ with regard to radicalisation and extremism, and its reporting and as such we:

1. commit, in the exercise of our functions, to have due regard to the need to prevent members of staff and pupils from being drawn into terrorism.
2. understand that extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

We train our staff to be aware of and alert to indicators of radicalisation which may include:

- a. disclosures by pupils of their exposure to the extremist actions.
 - b. graffiti symbols, writing or artwork promoting extremist messages or images.
 - c. pupils accessing extremist material online, including through social media.
 - d. parental reports of changes in behaviour.
 - e. pupils voicing opinions drawn from extremist ideologies and narratives.
 - f. use of extremist or ‘hate’ terms to exclude others or incite violence.
 - g. intolerance of difference, whether secular or religious or, in line with the school’s equal opportunities policy.
 - h. attempts to impose extremist views or practices on others.
 - i. anti-Western or anti-British views.
3. endeavour to build pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping our pupils understand how they can influence and participate in decision-making.

We believe that Caldicott is, and must always be, a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas. We work hard to ensure that our pupils are taught in a way that is consistent with the law and British values, and which challenges discriminatory and extremist opinions or behaviours as a matter of course.

Please refer also to the school’s Curriculum policy, Safeguarding policy, and E-safety policy.

F. Relationship and Health Education.

In line with the Children and Social Work Act 2017 and the DfE Draft Guidance, Feb 2019, Caldicott offers relationship education throughout the school, primarily via PSHEE lessons. Sex Education is then offered in Fifth and Sixth Form, delivered in an age appropriate manner by specialist staff. These lessons are then supported by the boarding parents and in taking a cross curricular approach to topics. PSHEE specialists work closely with tutors to ensure that the needs of every student are met.

From Third Form, students are taught about puberty in a relaxed and open environment. This works to relieve any concerns they may have in relation to changes

which may be about to happen. The school follow the DfE guidance closely, using supporting organisations such as the PSHE Association to advise where necessary. The core element of the teaching is directed by the Equality Act 2010 and all students are encouraged to question when unsure.

Mental health is a key focus of the curriculum, with students learning about Growth Mindset and how the brain works throughout the course of the year. Mindfulness is practised throughout the year and strategies to cater for a healthy mind are learned. We celebrate Children's Mental Health Week via a number of initiatives and encourage an open environment; where boys can easily ask for support when needed. We are currently in consultation about developing a 'student listener' programme.

The school's relationship education is clearly outlined in the PSHEE policy on the school website and made available to parents in dedicated yearly workshops.

G. Careers Education

Aims and Ethos: Careers Education

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. The COVID-19 pandemic has had an unprecedented impact on the economy, education and the opportunities open to students – Careers guidance and access for education and training providers (July 2021)

Our aim at Caldicott is to provide pupils with a broad range of careers advice so that they are equipped with the necessary knowledge to make decisions about their future.

Delivery

In 3rd Form, pupils have the opportunity to talk about what a C.V. entails and how they go about gaining qualifications. Pupils are encouraged to talk about formal educational qualifications that can be achieved at a school level (e.g. CE, GCSEs, B-TEC, A-Levels etc.) as well as informal ones (e.g. First Aid, Lifesaving, Duke of Edinburgh). Further up, pupils are encouraged to build up their own C.V. and think about ways in which they can 'sell' themselves. Music, LAMDA, and extra-curricular activities all play their part. The 5th Form have also started a new initiative, the 5th Form Citizenship Award, which is an excellent opportunity for boys to add to their C.V..

Understanding what a career pathway is

Pupils are encouraged to talk about the pathway of careers and will look at case studies, which detail the qualifications needed (e.g. A Doctor – A-Levels in Biology, Chemistry, maths or physics and then a degree). Pupils are strongly encouraged to think about professions that do not require formal qualifications and are presented with case studies on apprenticeships and volunteer work. With this in mind, Pupils are encouraged to identify their strengths and use these as a platform to set achievable career choices (e.g. those with a strong disposition to the sciences may want to become a doctor, or those excelling in English may want to pursue this further through A-Level or university choices). Those pupils who prefer sport are shown that there are sports course available at university along with the careers associated with it. In addition, those who foster a thirst for computers are presented with careers that could be undertaken in the workplace. Lastly, pupils are given the opportunity to decide the different pathways that they could choose (e.g. further education, apprenticeship, volunteer work etc.) and think about the pros and cons of each.

Providing sound impartial career advice allows all the pupils to have a voice. Good careers advice allows all pupils to have a sense of belonging and feel as though they can contribute successfully to society now and in the future.

Appendix 1 – SMSC in the curriculum.

Subject	Examples of SMSC
Art	<ul style="list-style-type: none"> • Pupils gain a greater understanding of beliefs and experiences by studying ‘postcards’ from the privileged as this allows them to study the role of the family and the impact income has e.g., wealth vs poverty • Pupils gain a greater understanding of others and the surrounding world and appreciating cultural influences by studying self-portraits. In this module, pupils study a wide variety of examples throughout history and begin to appreciate how people are depicted. • Pupils gain a greater understanding of the feelings and values by studying female painters. This allows the opportunity for pupils to explore the issues surrounding sexism in the art world and understand the difficulties that women faced in the art world • Pupils gain a greater understanding to appreciate the diverse viewpoints that artists had in history and knowing that paintings were used as a form of propaganda. In addition, pupils being to understand that painting were used to evidence historical events. • Pupils gain a greater understanding to participate, volunteer and cooperate during the Greta Thunberg module. Pupils are made aware of the issues of climate change and how art can be used to portray thoughts and feelings. • Pupils gain a greater understanding of appreciating cultural influences and participating in cultural opportunities when studying the ‘places’ module. This allows pupils the opportunity to investigate counties and other cultures and identify how these are evidenced in art.
Drama	<ul style="list-style-type: none"> • Pupils gain a greater understanding of spiritual development by knowing how feelings (both verbal and non-verbal) are expressed and how we read those emotions in others, whilst also discussing how emotions can sometimes be masked. • Pupils gain a greater understanding of diverse viewpoints by exploring emotions of soldiers in the trenches and PTSD when studying World War 1. • Pupils gain a greater understanding of appreciating using imagination and creativity by learning that emotive music can be used to prompt discussion about mood and impact on our emotions. • In 3rd Form, pupils gain a greater understanding of appreciating cultural influences by studying "The Arrival" by Shaun Tan. This piece depicts themes of isolation, belonging, cultural difference and the issues and challenges around the whole idea of displacement .
Geography	<ul style="list-style-type: none"> • Pupils gain a greater understanding of cultural awareness by being reflective about their own beliefs and gleaning a better understanding how people in culturally different areas of the world live harmoniously.

	<ul style="list-style-type: none"> • Pupils gain a greater understanding of the British Parliamentary system by knowing how lucky they are to be living in a stable country and appreciating the issues associated with corrupt governments and the difficulties faced by those who live in developing countries. In addition, by knowing that we live in a democracy, the pupils actively engage in lessons and are keen to share their views, experiences, and beliefs.
English	<ul style="list-style-type: none"> • Pupils gain a greater understanding of how to investigate moral and ethical issues by considering how moral messages in stories can teach us how to be good people. • Pupils gain a greater understanding of appreciating diverse viewpoints by studying narrative poetry, where a big part of this module is considering views and opinions from others' perspectives. • There are many interesting ideas that are brought up from reading "Holes", by Louis Sachar (3rd Form). In these lessons, pupils gain a greater understanding of about authority and privacy. The story also deals with racial issues in the back story. • In another module (4th Form), pupils gain a greater understanding of respect and the need to celebrate diversity. The pupils study Ian McEwan's "The Daydreamer" which has a particularly brilliant story called "The Bully". This story allows for fantastic discussions about bullying and the social interactions surrounding issues of bullying. • In the Shakespeare module (4th Form), pupils gain a greater understanding of exploring beliefs and experiences by exploring the Sonnet form and getting to reflect upon and write poetry about what they love. • Pupils gain a greater understanding of being able to understand, accept, respect and celebrate diversity by reading different Poetry and Art. A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities is covered well. • When studying Dystopian tales (5th Form), the work is tied in with an exploration of Amnesty International and investigating injustices that go on around the world. As a result, pupils gain a greater understanding of the moral and ethical views associated with different cultures as well as learning how to resolve conflict.. • Furthermore, pupils study "Mr Creecher" by Chris Priestley (5th Form), which is a tale of unlikely friendship, set against the backdrop of Victorian London. Isolation and loneliness are key themes. In this unit of work, pupils gain a greater understanding of recognising what is right and wrong as well as learning how to respect and be tolerant. • Another topic (6th Form) focuses on 'writing for a purpose', which requires pupils to gain a greater understanding of being able enjoy learning about themselves, whilst also being imaginative and creative. Following on from this, pupils learn about giving advice, often in the form of

	<p>letters. This module fundamentally requires understanding of civility and respect towards others.</p>
Mathematics	<ul style="list-style-type: none"> • Frequently, pupils gain a greater understanding of using a range of social skills to show respect and tolerance. Classroom relationships are vital in creating an environment where boys feel as though it is possible to try and get things wrong. • When teaching percentages in the senior years, pupils look at compound interest and where they will stumble across this in life; bank accounts, mortgages etc. Pupils gain a greater understanding of being able to investigate moral and ethical issues by looking at 'Payday Loans' to see why vulnerable people can get into debt which they cannot afford.
Music	<ul style="list-style-type: none"> • Pupils gain a greater understanding of being able explore feelings and values when studying how music is used to portray emotion in film and whether the style of music affects the way we perceive location/class/ethnicity etc as a viewer. • Pupils gain a greater understanding to accept, respect and celebrate diversity in cultures different to Western Europe, and how different genres of music is shaped by the cultural landscape. • Pupils gain a greater understanding of being able offer reasoned views when studying music in advertising. Being appreciative of diverse viewpoints as well as using their imagination and creativity, pupils investigate how music producers use music to play on our emotions to manipulate us into supporting their product/service etc.
History	<ul style="list-style-type: none"> • Pupils gain a greater understanding of being able to recognise right and wrong as well as investigate moral and ethical issues. Religious tolerance is a central theme in the subject and pupils study religious conflict in England over time e.g. <i>The Crusades</i> provides us with living examples of the consequences and dangers of intolerance or fanaticism. • Pupils gain a greater understanding of racial tolerance, and this is examined through the eyes of Anne Frank and the holocaust (3rd Form) as well as the study of slavery (6th Form). • The changing role of women and the challenges they face is covered through a variety of topics. Pupils gain a greater understanding of appreciating diverse viewpoints and knowing how to resolve conflict. Examples include examination of famous women in history (e.g., Boudica, Elizabeth I, Joan of Arc etc) and an in-depth study of the suffragettes (6th Form). • Pupils gain a greater understanding of being able to compare and appreciate different ways of life, and how they have changed over time. An examination of a variety of cultures such as the Anglo Saxons, Romans, Vikings, Egyptians, Greeks, Normans, and Victorians are all examples of this.

	<ul style="list-style-type: none"> • Our study entitled ‘Masters of Spin’ teaches pupils to recognise a variety of forms of online and offline propaganda and fake news. They are made aware of the potential these tools have for vehicles of positive change, but also as weapons of mass cultural destruction. This module allows pupils to gain a greater understanding of the rule of law, liberty, respect and tolerance. It also allows pupils to gain a greater understanding of recognising right and wrong. • There are multiple explicit and subliminal touchpoints in the curriculum for aspects relating to the origin and evolution of British values and governance models. An obvious central turning point is the Magna carta, but there is a host of other topics that enable a reflection on the often-painful evolution of nations from traditional monarchies to experiments with democracies. For example, the 7 Years War and American War of independence provides us with tremendous opportunities to engage with the causes of independence and the emergence of new ideas of governance that challenges traditional structures. These modules allow pupils to gain a greater understanding of engaging with the British values of democracy and seeing how cultural influences have impacted on historical events.
Design & Technology	<ul style="list-style-type: none"> • When designing, pupils gain a greater understanding of how to take into account different religions and cultures, encouraging boys to share their diverse experiences when using their imagination and creativity. • Pupils gain a greater understanding of the moral and ethical issues associated with how certain materials are produced e.g. using FSC labelled timber etc. and the consequences of the choices made.
Physical Education	<ul style="list-style-type: none"> • Pupils gain a greater understanding of knowing how to use a range of social skills when taking part in physical activity. Everyone is different with varying strengths and weaknesses, but that often we need to rely on those people when things get challenging. Pupils know how to respect everyone’s faiths, feelings and values. • Pupils gain a greater understanding of appreciating cultural influences and know that some sports are participated in more widely in certain countries e.g. Cricket in India and Football in South America. • Pupils gain a greater understanding of others in the surrounding world as men and woman come in all shapes and sizes and it is important not to judge a book by its cover. • Pupils also gain a good understanding of their role in society with many pupils choosing to take part in physical activity away from the school environment. Taking an active part in a community sport-based activity not only allows pupils to gain a better understanding of learning about themselves but it also allows them to engage with others and the surrounding world.

Theology, Philosophy & Religion	<ul style="list-style-type: none"> • Pupils gain a greater understanding of the importance of respecting faiths, feelings and values by studying a range of different religions. • Pupils gain a greater understanding of the moral and ethical issues of religion and how certain countries deal with extremism and what this means. • All pupils gain a greater understanding of the cultural influences that religion has e.g. knowing that following a certain religion may affect life choices • Ultimately, the subject creates a platform so that all pupils gain a greater understanding of appreciating and celebrating diversity.
Science	<ul style="list-style-type: none"> • Throughout lessons pupils learn that scientific facts must be used in conjunction with and respectful of other people's religious and cultural beliefs. For instance, the many parts of a healthy balanced diet and nutritional requirements can be fulfilled across cultures in different ways, depending on what people can and cannot eat. Pupils gain a greater understanding of learning how to understand, accept, respect and celebrate diversity as well as appreciating diverse viewpoints.
French	<ul style="list-style-type: none"> • Modern Foreign Languages are the perfect way to appreciate the wider world by learning a different language and about different cultures. Pupils gain a greater understanding of exploring beliefs and experiences. In addition, pupils gain a greater understanding of how to respect faiths, feelings and values. • Pupils gain a greater understanding of appreciating cultural influences and that as a school we are a very multicultural. Learning to appreciate and respect other cultures by learning their language first is a vital skill in today's world.
Classics (Latin)	<ul style="list-style-type: none"> • Pupils gain a greater understanding of appreciating diverse viewpoints by exploring many types of different relationships e.g. looking at both heterosexual and homosexual relationships in the ancient world, studying the role (and oppression) of women and understanding the range of different religious beliefs held by different races of people • In addition, pupils gain a greater understanding of how to use a range of social skills, which enables pupils to access the different emotional experiences of ancient people e.g. Horace's poems on love and Virgil and Homer's poems of war and suffering have given pupils the opportunity to understand how ancient people experienced emotion just as we do in our modern era which has led to discussions on the importance of catharsis and purging of emotion through various media for mental wellbeing.
ICT/Computing	<ul style="list-style-type: none"> • Pupils gain a greater understanding of how to resolve conflict and to show respect and tolerance when online

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| | <ul style="list-style-type: none">• Pupils gain a greater understanding of how to understand, accept and respect diversity when online and the importance of respecting faiths when interacting with other internet users.• The Anti-bullying work that is covered every year by the department allows pupils to gain a greater understanding of engaging with the British values of democracy, the rule of law, liberty, respect and tolerance.• Throughout the subject, pupils gain a greater understanding of the importance of using a range of social skills to when searching for information or sources on the internet. |
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