

JMS Values in action: Character Education, SMSC, British Values and Citizenship provision at John Mason School

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Link Governor: Mr Mark Timbs.

Context: As a Values led school, our provision is based on JMS values as we look to build character and develop these traits in our students. Guidance for character education refers to developing virtues in students. Our virtues are our values. We want these to be evident in all students and school life.

Vision: Every child to access high quality learning opportunities, which encourage them to become academically successful, happy, resilient, enquiring young people. We believe that every child has the potential to make a difference in the world, must be ambitious in their career choices and will understand their place in society. We will only achieve this for every child if we have very high expectations of ourselves and the community we serve. We will be relentless in our pursuit of great teaching and learning, being reflective in approach. We know that student conduct, accountability and attitudes to learning all matter, as much as the belief that each child can and will achieve.

<p>Proud of our creativity</p> <p>[SMSC link: <i>spiritual development</i> as shown by: 'use of imagination and creativity in learning' (Ofsted)]</p> <p>British Value: Individual Liberty</p> <p>PiXL link: Initiative</p>	<p>Students are given opportunities to show creativity through a variety of teaching and learning techniques across the curriculum, allowing students to be creative, independent learners. Assemblies celebrate excellence with individual/ group performances. i-Days (whole school alternative curriculum days) focus on the school's values and are planned around creative approaches to learning. Students are encouraged to:</p> <ul style="list-style-type: none"> • Use a variety of media used to present ideas • Participate in project work • Lead enrichment activities • Perform for others • Demonstrate problem solving in action <p>Tutor Programme activity: A termly project as a tutor group or sub groups- for example: Community project in Year 9.</p>
<p>Passionate about learning</p> <p>[SMSC link: <i>spiritual development</i> as shown by: 'sense of enjoyment and fascination in learning about themselves, others and the world around them..'; <i>cultural development</i> as shown by 'willingness to participate in and respond to artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities' (Ofsted)]</p> <p>British Value: Mutual Respect</p> <p>PiXL link: Organisation</p>	<p>Teachers are passionate about their specialist subjects and promote a love of learning. All staff share their interest in reading by displaying the title of their current reading book. A learning culture is fostered; students are developing the skills to be independent and reflective, taking responsibility for their learning. There is a high expectation for students to learn and make progress in each lesson. We invest time and energy into our bespoke CPD including JMS reflect and staff training needs. We hold an Able, Gifted and Talented club called 'Level up' which aims to extend and challenge learners. We have a Year 8/9 Symposium group in English where students link with others schools and Oxford University.</p> <p>Students are encouraged to:</p> <ul style="list-style-type: none"> • Lead others' learning • Attend extra-curricular activities • Help others • Mentor peers/ younger students • Take up extra reading pre/post lesson <p>Tutor Programme activity: DEAR time, individual study, planner organisation, Academic mentoring, peer reading/ buddy reading</p>
<p>Keen to inspire</p> <p>[SMSC link: <i>social development</i> as shown by: 'use of a range of social skills in different contexts...willingness to participate in a</p>	<p>As-well as a focus on leadership of learning in lessons, JMS offers the chance to become part of our Student Leadership initiative 'Learning to Lead'.</p> <p>Through this programme, we have over 100 students actively leading areas of the school including 6th form House Leaders, Head Boy/Girl, Prefects in Y11, Year ambassadors, Faculty ambassadors and 'Heroes' following HumanUtopia workshops. The Character Education map plots opportunities to lead in and beyond the class room.</p> <p>We are creating a culture of celebrating success. The assembly programme is varied and has core themes which aim to raise aspirations, inspire, and encourage reflection. Students are encouraged to:</p> <ul style="list-style-type: none"> • Demonstrate enthusiasm towards topics • Lead by example

<p>variety of social settings, co-operating with others and being able to resolve conflicts effectively'; interest in, and understanding of, the way communities and societies function at a variety of levels... (Ofsted)]</p> <p>British Value: Democracy</p> <p>PIXL link: Leadership</p>	<ul style="list-style-type: none"> • Develop an awareness of political views and form their own opinions • Participate in and lead assemblies, or take an active part in school events such as open evening. • Be 'first followers'! • Be part of our student Leadership initiative: 'Learning to Lead'. <p>Tutor Programme activity: Hot Topics- Every students leading a presentation on a topic important to them.</p>
<p>Valuing ourselves and each other</p> <p>[SMSC link: spiritual development as shown by: 'interest in and respect for different people's feelings and values; moral development as shown by 'ability to recognise the difference between right and wrong and.. readiness to apply this understanding..; cultural development as shown by 'interest in exploring, understanding of, and respect for cultural diversity..' (Ofsted)]</p> <p>British Value: Tolerance</p> <p>PIXL link: Communication</p>	<p>Excellent support systems and structures are in place including the Student Support Centre, Student Managers, Student services, the Safeguarding team, Learning Support and tutors. We have healthy boys and girls groups running through SSC, Anti bullying campaigns and a #EPTF (Exploring Prejudice, Tackling Fear) students' group. We have staff wellbeing Wednesdays. We aim to be an outward looking school which discusses worldwide issues wherever possible. The assembly and tutor programme cover Britishness in detail; fundamental British values are also discussed in schemes of learning where appropriate. We aim to be a caring community where all students are accepted and have the opportunity to succeed. Students are encouraged to:</p> <ul style="list-style-type: none"> • Intervene where poor conduct is observed • Protect and preserve the school environment • Show hospitality and welcome visitors • Support others' learning (e.g. through 'reading buddies'; paired and group learning activities) • Stand up to tackle prejudice/ bullying • Share and celebrate success • Promote and be involved in charity work <p>Tutor Programme activity: Assembly programme</p>
<p>Determined to be the best we can be</p> <p>[SMSC link: spiritual development as shown by: 'willingness to reflect on their experiences; moral development as shown by understanding the consequence of their actions. ' (Ofsted)]</p> <p>British Value: Resilience</p> <p>PIXL link: Resilience</p>	<p>Our culture and belief is that 'everyone can be better'. We have a philosophy where staff and students are encouraged to take control of their attitude towards tasks- they have a choice about their attitude towards a task, if not the task itself. We have Governor triangulation visits to challenge and quality assure our work . We have embedded 'JMS reflect' to allow staff to deliver the best lessons that they can to allow the best learning possible. Staff work hard to build and develop students' resilience. Students are encouraged to:</p> <ul style="list-style-type: none"> • Reflect on their learning through peer and self-assessment and D.I.R.T. • Work outside their comfort zone • Demonstrate personal sacrifice • Persevere when facing challenges and have a growth mind set attitude to their work • Take pride in their work, their behaviour and their appearance • Demonstrate leadership <p>Tutor Programme activity: Character Education Map and 'My JMS'- students write and review their Career aspiration, assess their involvement in enrichment activities and discuss/ plan how to move these forward.</p>

British Values:

Our curriculum is planned to provide all young people with an understanding of British Values, and an appreciation not only for what these mean in action within our school, but also on a local, national and global level. We aim for every member of our community to share and demonstrate these values on a daily basis. They fit well with our own school values, particularly "Valuing ourselves and each other", and our key behaviours: 'Honesty, Kindness, Respect'.

The DfE defines British Values as:

- **Democracy**
- **The Rule of Law**
- **Individual liberty**
- **Mutual respect**
- **Tolerance of those with different faiths and beliefs.**

Promotion of British Values in the Curriculum at John Mason School

Democracy	<ul style="list-style-type: none"> • We have an effective Student Council, which is active in representing the views of fellow students and reporting back to staff. • In May 2016 our Student Council organised a Student Voice to gather students' views about teaching and learning • We shadowing the EU referendum in June 2016: students gained an understanding of the issues in Soc. Ed lessons and a ballot was held. • In the Soc Ed. Curriculum, students learn about democracy, rights and responsibilities and cohesive communities. • Visits from local MPs • The curriculum in Humanities and Soc Ed covers rights and responsibilities and the democratic process
The Rule of Law	<ul style="list-style-type: none"> • The importance of following laws, including school rules, is regularly discussed with students as needed: our local community police officer comes into school to speak to students and families about the law to help their understanding of right and wrong and the consequence of decisions they make. • Curriculum examples include: In Preparation for Working Life lessons, Year 10 and 11 students learn about conduct in the workplace; this is also part of all students' Work Experience preparation in Year 10. The History curriculum in Year 9 covers crime and punishment; in PE students learn about the law regarding drugs in sport. • Student behaviour panel is active, involving JMS heroes and student council. • There have been trips to court to see justice in action (Getting Court programme, Old Bailey Outreach and the Building Resilience project)
Individual liberty	<ul style="list-style-type: none"> • Our students are encouraged to voice their opinions in lessons and explain their point of view, and in all behaviour incidents, we allow students to make a statement to explain their perspective, which is listened to. • In Years 7-8, students are given some choice over homework enrichment activities; we are increasingly allowing flexible approaches to independent study. • Humanutopia - annual curriculum delivery with Year 7 and 9 explores tolerance, individuality and prejudice. • The assembly and tutorial programme covers individual liberty and British Values
Mutual Respect	<ul style="list-style-type: none"> • In assemblies and in presentations to parents and students, we share our values and in particular, the words: Honesty, Kindness and Respect. • Our Behaviour policy is underpinned by a belief in the importance of mutual respect between staff and students, and between students. • Year 7 and 8 Soc. Ed lessons students learn about how to deal with bullying and how to prevent it; • The Humanutopia event for Years 7 and 9 deals with respect, and empowers students to recognize and stand up to bullying. • The assembly programme and tutorial activities include a focus on mutual respect. • We regularly involve students in supporting local charities and have recently raised money for national charities such as Cancer Research, Comic Relief... • Students set which charities to support through fundraising and non-uniform days • Anti-Bullying Week.
Tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> • Within the curriculum, students learn about different faiths and religions: RS is taught across Key Stage 3 and 4. • Our assembly programme focuses on acceptance and celebration of difference. • In 2014-5 students were involved in an initiative named EPTF ('Exploring Prejudice, Tackling Fear') in which a large number of student ambassadors led events to raise awareness of prejudice. • British Values were taught as part of the tutorial programme last year • Restorative Justice ethos in the Behaviour for Learning policy promotes empathy and understanding

SMSC

SMSC provision: Opportunities outside lessons to participate in, and respond positively to artistic, sporting and cultural opportunities”

Year 7	Year 8	Year 9	Years 10-11	6 th form	All
PiXL Edge Year 7/8 Carnegie Award Story Teller visit Charter Day (Abingdon) PE: Extra-curricular clubs offer Tilsley Park competition day Theatre Trip (Panto)	PiXL Edge Year 7/8 Carnegie Award Welsh Farm residential Geog- Naples, Sorrento, Rome/ Vatican Trip Self Harm Play Team building at Hill end PE Twickenham trip Rugby. Extra-curricular clubs offer. Sports Leaders Maths team challenge	Geog- Naples, Sorrento, Rome/ Vatican Trip PE Twickenham trip Rugby. Extra-curricular clubs offer	DoE award Berlin trip Geog- Naples, Sorrento, Rome/ Vatican Trip Year 11- Fieldwork trip to Amersham/ Rickmansworth Westgate Oxford: regeneration of urban space trip PE: Twickenham trip Rugby. Extra-curricular clubs offer National Students Arts prize competition. Maths fest Oxon, Bucks and Berks Art prize	DoE award Rome trip Science: Trip to National History museum, CERN; Rutherford laboratories; Art: trips to London galleries, local exhibitions, AW College shows PE: trip to Bath and Twickenham. Geog- Naples, Sorrento, Rome/ Vatican Trip National Students Arts prize competition. Oxon, Bucks and Berks Art prize Maths team challenge Maths lectures at Oxford Uni	<ul style="list-style-type: none"> • Sports Day • Break dancing club • Trips to local sports clubs e.g. London Welsh; Oxford United • Music extra-curricular: keyboard club; folk group; orchestra; recorder ensemble; jazz group; song writing club; regular concerts; whole school shows; concerts outside school (e.g. Folk Weekend); Lower School Singers • MFL trips: Koln; Argentan; German biscuit bake • Science: CREST Awards • Maths Challenge • Music dept. trip to India • Ski trip • Art for all community project • I days electives • LS trip to Cotswold Wildlife Park • Computing: Geek Club, Museum visit, Digital Leaders.

SMSC provision in Schemes of Learning and the wider Curriculum Provision for students’ Social Development:

	Year 7	Year 8	Year 9	Years 10-11	6 th form	All
“use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds”	Soc Ed – group work (LRC info / election / Recipe challenge) <i>Humanutopia</i> Team building at Hill End (iDay in the summer) Tilsley park i-day competition.	Welsh Farm trips	<i>Humanutopia</i>	Work experience placements Year 11 Sports Education unit Character Education focus	Support of lower school DEAR time	Trip to India (a number of students took part in the music trip) Team sports in PE/ Extra Curricular offer. ‘This Girl Can project’ Group work opportunity. Year team social spaces. ‘Learning to Lead’ opportunities. Business Studies challenge. Extra- Curricular offer

“willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively”	Soc Ed – debating PiXL Edge	Welsh Farm trips i-day		Year 10 run clubs for Year 7 students at lunchtime Year 10 and 11 DofE programme (all student follow this) Y10 reading buddies	Organising Comic Relief for the whole school – assemblies etc. Funds went to school in Uganda Volunteering to support lower school activities and lunch duties 6 th form Reading buddies	<ul style="list-style-type: none"> • Duke of Edinburgh award (high participation rates across Years 10 and 11). • 350 students acted as guides on Open Evening • PiXL Edge • Inter tutor/ House competitions • Whole school assemblies
“acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate these skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.”	PE sky sports for living Soc Ed – stereotyping / election	Brit. Valves programme in tutor time PE Sky sports for living	PE- sports leaders	PE- sports leaders		See separate document on British values in the curriculum and Tutor programme/ lessons.

Provision for students’ Spiritual Development

	Year 7	Year 8	Year 9	Years 10-11	6 th form	All
“Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values”	<i>English:</i> Radley project <i>Computing:</i> e-safety <i>Soc Ed :</i> Bullying; Friendship <i>PE:</i> sportsmanship, Healthy lifestyles <i>RS Schemes of Learning</i> <i>Visual Arts:</i> Analysis of Artists and designers’ work & context <i>Drama:</i> Plague village <i>MFL:</i> cultural differences Oxford trip- Cathedral	<i>English:</i> ‘The Boy in the Striped Pyjamas’ <i>Soc Ed:</i> how we treat each other/bullying <i>Drama:</i> Bullying <i>Visual Arts:</i> valuing others’ work <i>PE:</i> sportsmanship <i>MFL:</i> cultural differences <i>RS Schemes of Learning</i>	<i>English:</i> Debating unit; “Stone Cold” (Homelessness) <i>Science:</i> new technologies; vaccination; nanotech <i>PE:</i> sportsmanship <i>Visual Arts:</i> valuing others’ work <i>Music:</i> song writing <i>MFL:</i> cultural differences <i>RS Schemes of Learning</i>	<i>Media:</i> representations; ideologies; ethics SOC Ed - Year 11 GCSE RS <i>ICT:</i> social networking <i>English:</i> cultural background to texts studied <i>PE:</i> Sportsmanship, Doping, fair play and drugs in sport during GCSE PE. <i>Music:</i> World music <i>Preparation for Working Life:</i> Human resources unit <i>MFL:</i> cultural differences Art: art as personal expression	<i>English:</i> cultural background to texts studied <i>Media:</i> representations; ideologies; ethics <i>PE:</i> Sportsmanship; doping; fair play Art: art as personal expression	Bea Allaby (Christ Church) on Christian values – frequently leads assemblies Assembly on Britishness Peer mentors ambassadors/ Heroes Duties around school
“Sense of enjoyment and fascination in learning about themselves, others and the world around them.	<i>English:</i> Ambition unit; cultural background to texts; appreciation of literature <i>Computing:</i> How the web works <i>PE:</i> Dance, fitness, heathy lifestyles <i>Science:</i> Bodies; adolescence; reproduction; Natural phenomena <i>Drama:</i> Divali project; Bhangra <i>MFL:</i> ‘My World’ Visual Art: analysis of artists and designers	<i>PE:</i> Dance, fitness, heathy lifestyles <i>RE:</i> <i>Food:</i> cultural foods/food related to religious beliefs <i>MFL 2nd Language:</i> ‘My World’ <i>English:</i> cultural background to texts ; appreciation of literature Visual Art: analysis of artists and designers	<i>PE:</i> Dance, fitness, heathy lifestyles <i>RE:</i> Personal identity project <i>Science:</i> new technologies; vaccination; nanotech <i>Art:</i> Fantasy Art project <i>Drama:</i> Silent film making <i>MFL:</i> Home environment <i>English:</i> cultural background to texts; appreciation of literature Visual Art: analysis of artists and designers Food: cultural factors- foods relating to religious beliefs/ diets	<i>PE:</i> Dance, fitness, heathy lifestyles. Yoga in Y11. <i>RE:</i> <i>English:</i> cultural background to texts studied; appreciation of literature <i>Music:</i> All units Performing Arts: all units <i>MFL:</i> all units <i>Psychology</i> – all units Art: abstract unit; political and spiritual viewpoints Visual Art: analysis of artists and designers	<i>PE:</i> Dance, fitness, heathy lifestyles <i>RE:</i> <i>English:</i> cultural background to texts studied; appreciation of literature <i>Psychology, Sociology, Psychology</i> – all units <i>Philosophy:</i> all units <i>Geography:</i> all units Art: personal study (requires deep contextual understanding) ; political and spiritual viewpoints Visual Art: analysis of artists and designers	Visiting speakers, e.g. Henry Olunga (Zimbabwean cricketer talking about his faith); Assemblies led by Christian youth workers
“Use of imagination and creativity in their learning	Soc Ed Enterprise Visual Arts projects and gallery showcase	Soc Ed Enterprise / Step into the NHS Visual Arts projects and gallery showcase	Soc Ed Enterprise Visual Arts projects and gallery showcase	GCSE Business Cake task GCSE Poundland challenge Visual Arts projects and gallery showcase	Visual Arts projects and gallery showcase	All subjects: our approach to learning is creative

“Willingness to reflect on their experiences”	Soc Ed JMS LnT Skills	Soc Ed JMS LnT Skills	Soc Ed JMS LnT Skills		Side-by-side study for y13	All students regularly reflect on their progress in a lesson and over time; Students respond to feedback and set targets r in peer and self-assessment. All subjects make learning relevant to students’ own experiences and/or the world outside school, and teachers encourage students to reflect on their own perceptions, experiences and beliefs DIRT time in all subjects- purple pen.
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Provision for students’ Moral Development

	Year 7	Year 8	Year 9	Years 10-11	6 th form	All
“ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in doing so, respect the civil and criminal law in England”	<i>Soc Ed</i> : Bullying; Friendship <i>Computing</i> : e-safety. What can we trust on the web?	<i>Computing</i> : e-safety <i>Drama</i> : Bullying <i>English</i> : ‘The Boy in the Striped Pyjamas’ <i>Soc Ed</i> : Globalisation (stitching footballs) <i>Computing</i> : Can computers think? <i>Food</i> : food related to religious beliefs	<i>Computing</i> : e-safety. <i>Drama</i> : racism <i>English</i> : <i>Debating unit</i> ; “ <i>Stone Cold</i> ” (<i>Homelessness</i>) <i>History</i> : Holocaust project <i>History</i> : Crime and punishment	<i>Media</i> : representations; ideologies; ethics Year 10: Soc Ed Animal Rights Crime <i>Media</i> : representations; ideologies; ethics <i>English</i> : ‘Of Mice and Men’: racism; gender issues <i>ICT</i> : social networking; moral issues linked to the digital divide <i>Preparation for Working Life</i> : sexual harassment; conduct in the workplace <i>Maths</i> : loans and re-payments <i>Science</i> : stem cell research; IVF; cloning Y10 GCSE Citezenship	<i>Media</i> : representation; ethnicity; hegemonic values; objectification etc <i>Statistics</i> : hypothesis testing <i>Biology</i> : stem cell research; IVF; cloning etc. <i>PE</i> : doping <i>Art</i> : political and spiritual viewpoints <i>MFL</i> : generation gap; new technologies; cultural topics (e.g. Berlin Wall and Cold War re-unification)	Visiting speakers, e.g. Henry Olunga (Zimbabwean cricketer talking about his faith); PE: Sportsmanship, Fair play, Gamesmanship, Sports Relief Y7 and Y9 HumanUtopia British Values
“understanding of the consequences of their behaviour and actions”	Humanutopia	Soc Ed Staying Safe - PLAN	Soc Ed – tombstoning Sexual health carousel run by school health nurse Humanutopia	Science- Understanding of “risk”	Science- Understanding of “risk”	Behaviour policy
“interest in investigating, and offering reasoned views about, moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues	<i>Soc Ed</i> : Bullying; Friendship JMS LnT skills Debating skills <i>Computing</i> : e-safety. What can we trust on the web?	<i>Computing</i> : e-safety <i>Drama</i> : Bullying <i>English</i> : ‘The Boy in the Striped Pyjamas’ <i>Soc Ed</i> : Globalisation (stitching footballs) <i>Computing</i> : Can computers think? <i>Food</i> : food related to religious beliefs <i>History</i> : Holocaust project	<i>Computing</i> : e-safety. <i>Drama</i> : racism <i>English</i> : <i>Debating unit</i> ; “ <i>Stone Cold</i> ” (<i>Homelessness</i>) PE- Sports leaders	<i>Media</i> : representations; ideologies; ethics Year 10: Soc Ed Animal Rights Y11 Soc Ed War and the Migrant Crisis <i>Media</i> : representations; ideologies; ethics <i>English</i> : ‘Of Mice and Men’: racism; gender issues <i>ICT</i> : social networking; moral issues linked to the digital divide <i>Preparation for Working Life</i> : sexual harassment; conduct in the workplace <i>Maths</i> : loans and re-payments <i>History</i> : Crime and punishment <i>Science</i> : stem cell research; IVF; cloning PE- Sports leaders	<i>Media</i> : representation; ethnicity; hegemonic values; objectification etc <i>Statistics</i> : hypothesis testing <i>Biology</i> : stem cell research; IVF; cloning etc. <i>PE</i> : doping <i>Art</i> : political and spiritual viewpoints <i>MFL</i> : generation gap; new technologies; cultural topics (e.g. Berlin Wall and Cold War re-unification) <i>Computing</i> : impact of technology	Visiting speakers, e.g. Henry Olunga (Zimbabwean cricketer talking about his faith); Visual Arts: the context of artwork

Provision for students' Cultural Development

	Year 7	Year 8	Year 9	Years 10-11	6 th form	All
<p>“- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p> <p>-understanding and appreciation of the wide range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain”</p>	<p>Oxford trip- learn about Oxford and how it is developed</p> <p>Charter Day – visit to Abingdon to learn about its history</p>	Soc Ed Globalisation	GCSE RS -War	GCSE RS / Soc ED War	Development of women in sport unit	<p>Cultural Sports Week</p> <p>British Values</p>
<p>“knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain”</p>	Y7 Election- Democracy Who’s in charge	Tutor- “British Values”		EU referendum – SoL in Soc Ed		British Values/SMSC link work as per document
<p>“interest in exploring, improving understanding of, and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.”</p>	<p>PE Rugby trip to Twickenham</p> <p>Soc Ed Treating people fairly</p>	<p>Art: Cultural art project</p> <p>PE Rugby trip to Twickenham</p> <p>Soc Ed Globalisation</p>	<p>PE Rugby trip to Twickenham</p> <p>GCSE RS – all units</p>	<p><i>Media</i>: representations; ideologies; ethics</p> <p><i>Science</i>: scientists advising government policy on genetics, health, pollution, energy sources etc</p> <p>GCSE RS all units</p> <p>Soc ED - War</p>	<p><i>Media</i>: institutions and power</p> <p><i>History</i>: development of democracy; suffragettes</p> <p>Contextual understanding in Art and English Literature</p>	<p><i>Drama</i> : Plague village</p>

Citizenship

A high quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full part in society. In particular, citizenship should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions, that will take them into adulthood

The National Curriculum for citizenship aims to ensure that all pupils:

- Acquire a sound knowledge and understanding of how the UK is governed, its political system and how citizens participate actively in its democratic systems of government
- Develop a sound knowledge and understanding of the role of law and justice system in our society and how laws are shaped and enforced
- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity
- Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

Citizenship is delivered through our Character Education programme with Students aiming to complete their Character Map but also in their core lessons of Character Education (mapped below). Students then have the Option of continuing their study of Citizenship at GCSE level in Year 9.

Character Education lessons (Soc Ed) link to British Values and SMSC



	Year 7	Year 8	Year 9	Year 10 <small>Only triple scientists have Soc Ed- two groups, one in each half year. The rest have GCSE Citizenship.</small>	Year 11
Taught by	HL (x2), NU (x1), JP(x2), RMW	ACP (x2), RMW (x4)	AJT, GAF, RMW, ACP, AMS,RWM	TH, AMS(x2) , ACP, NU, ADM	NU, RMW (x2), AMS (x2), ADM
Term 1	Approx 7 lessons: Organisation: planning time; being ready for learning Friendship: managing emotions; valuing others; resolving conflict. SMSC	Approx. 4 lessons: Healthy Minds Mindfulness Course	Approx. 3 lessons: Developing Self: Overcoming Shyness. Peer Pressure. SMSC	Approx. 3 lessons: Health and well being: exam pressure; mental health SMSC	Approx. 3 lessons Professional communication. CV writing, Formal letter writing, email etiquette.
Term 2	Approx 8 lessons: Developing Self: valuing myself; developing confidence; presenting myself (oracy); leading a team SMSC	Approx. 4 lessons: Healthy Minds Mindfulness Course	Approx. 4 lessons: Online Media & safe sharing of information: Social Media x 2_YouTube News/clickbait. SMSC	Approx. 4 lessons Prejudice, stereotyping and discrimination: LGBTQI, Racism, Gender/Sexism, Immigration and national stereotypes. BRITISH VALUES SMSC	Approx. 4 lessons REVISION TECHNIQUES: Revision practice x2 Evaluation of revision.
Christmas Holiday					
Term 3	Approx 6 lessons: Being a responsible consumer x3: Reuse, Recycle, Reduce, Refuse, rethink & repair (6R's), Sustainable energy, Eco shopping. SMSC Enterprise x 3: Developing ideas, delivering a persuasive pitch..	Approx. 3 lessons: Healthy Minds Mindfulness Course	Approx. 3 lessons: Citizenship: Young People and the Law, Justice System – Right and Wrong, Moral Dilemmas. BRITISH VALUES SMSC	Approx. 3 lessons: Work Experience x 2: Rights and employment laws, self presentation and work etiquette. BRITISH VALUES Managing Workload: Being organised, planning time.	Approx. 3 lessons Finance: Bank accounts; debit and credit cards; debt, tax. X2. SMSC Coping with Exam Pressure revisited.
Term 4	Approx 6 lessons: Healthy Lifestyles: Puberty, Smoking, Alcohol, Sleep, Food & Exercise. SMSC	Approx. 3 lessons: Personal Safeguarding: FGM, Porn, Healthy Relationships, peer pressure, Valuing Yourself/consent. SCHOOL NURSE SMSC	Approx. 3 lessons: Forms of Government: Dictatorships/Democracy_ British Government vs Governments around the world_ Left Wing Vs Right Wing BRITISH VALUES	Approx. 3 lessons: Revision for GCSE Literature exams	Approx. 4 lessons Revision for GCSEs
Easter Holiday					
Term 5	Approx 5 lessons: Being aware: Fake news, Social Media and self-esteem, Bullying & Being assertive. SMSC	Approx. 2/3 lessons: Oracy: Expressing an Opinion, Being persuasive, Balloon debate. SMSC	Approx. 2/3 lessons: How am I doing?: How am I developing as a learner? Revision strategies.	Approx. 2/3 lessons: Revision for GCSE Literature exams	Approx. 2/3 lessons Revision for GCSEs
Term 6	Approx 7 lessons: The world of work/work skills: What am I suited to? Careers and their pathways.	Approx. 4 lessons: Respecting our Community: Student led project in the local community TBC SMSC	Approx. 4 lessons: Living on a budget and making financial decisions: How much do things cost? Budget for a month, Prioritising/financial decisions.	Approx. 4 lessons: Preparing Oral for GCSE English	

In assembly and tutorial programme and external visits	Understanding sexuality Humanutopia Its not Ok (safe use of the internet)	Understanding sexuality Careers: Human library (iDay) The Tenner Challenge- deadline Feb. Keeping Safe day: contraception Into the NHS.	Understanding sexuality Humanutopia Keeping safe on line <i>Chelsea's Choice</i> (sexual exploitation) "Grow £3 Challenge" Healthy girls group	<ul style="list-style-type: none"> Understanding sexuality Consent and keeping safe. Before Work Exp: health& safety at work All year: learning about the world of work from employers CEIAG: Raising aspiration trips Year 10 keeping Safe day Healthy girls group 	Understanding sexuality
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Assembly offer:

Weekly assembly offer led by Senior Leaders and Student Leadership Team (L2L programme).

Each Term has a running order with staff responsible for the planning and delivery of the assembly for the week themed on the suggested value on the rota.

Week 1: SLB

Week 2: HOY

Week 3: SLT

Week 4: Student Leaders: House Assemblies rather than Year assemblies. DEAR time not AM reg. Led by House Leaders.

Week 5: Careers- Assembly by Careers Advisor / Careers Leads (ECD/RJT) themed for each year group. Resources provided by Terry/ link with outside agency or company to come in on a theme but delivered by HOY.

Week 6: SLT

Week 7: SLT

Extra-Curricular offer regarding Character Education:

- HumanUtopia organised in October for whole of Year 7 plus those Y9 'Heroes' who apply/ volunteer. The Heroes programme will be focussed on offering sessions throughout the year to Year 5/6, 7 and 8. Also active 'Heroes' in Year 10 from September 18.
- PiXL Edge: Completed by Year 7 and 8 for Sept 18 with each new Y7 starting the programme that is compulsory in Y7-9 then becomes DoE in Y10/11.
- DoE: Followed by Y10/11 as part of the tutor programme offer
- National Citizen Service: Link with Y10/11 via assembly/HOY and alternative provision/ Careers links.