



PERSONAL DEVELOPMENT OF STUDENTS

POLICY ON SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION SENIOR SCHOOL

Introduction

This policy takes note of the government guidance for Independent Schools: *Part 2, Schedule 1 of the Education (Independent School Standards) Regulations (2010) Improving the Spiritual, Moral, Social and Cultural Development of Pupils* (November 2014), *New Independent School Standards* (April 2019). *Character Education Framework Guidance* (November 2019) *Equality Act (2010)*

Aims

The aim of spiritual, moral, social and cultural education at MHSG is to ensure that our students feel enabled to play a confident, informed role in society, have a fully developed value system, and be able to interact with other people in a positive way. An enriched SMSC ethos in the school will ensure that students;

- I. develop their self-knowledge, self-esteem and self-confidence
- II. can distinguish right from wrong and respect the civil and criminal law of England
- III. accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- IV. have a broad general knowledge of public institutions and services in England
- V. further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- VI. encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- VII. encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

Manchester High School for Girls recognises, in its aims, the importance of the personal development of each individual student in addition to her academic progress and achievement. Learning programmes encourage: reflection on **spiritual** values and principles; awareness of **moral** codes and conflicts; appreciation of their own and different cultures; participation in **cultural** experiences; and development of personal and **social** skills. The School recognises that its ethos, the example set by its staff and the opportunities for students to contribute to the school and community are as important as the taught curriculum in helping girls to become reflective, principled, tolerant, considerate and responsible members of society.

Manchester High School for Girls was founded as a non-denominational school and has always welcomed girls of different cultural traditions and faiths, or none. We aim to be a community that

thrives on diversity, allowing individuals to express beliefs in their own ways, open to all, yet fostering a sense of unity in belonging to one school community.

Emphasis is placed on creating a tolerant, harmonious and inclusive environment, consistent with the School's aim of drawing on the social, cultural and religious mix to enable girls to live and grow in an atmosphere of mutual respect.

Students celebrate their own spiritual beliefs within an equal opportunities context, but also learn about the beliefs of others. The intention is to promote multi-cultural understanding within the School and also to prepare students to play a positive and effective role in Britain's multi-cultural society. The range of cultures and faiths within the School is considered to be a strength of the School and also a unique opportunity for the enrichment of both students and staff.

All aspects of school life and staff/student interaction contribute to the development of a student's moral code and to her ability to make reasoned judgements on moral issues. These are embedded in the aims and values of the school.

Objectives: Spiritual education

Spiritual education encourages students to explore beliefs and experience, respect values, discover themselves and the surrounding world, use imagination and creativity and reflect. In this way, students are provided with opportunities to extend their knowledge and understanding of, and personal insight into, a range of religious and spiritual beliefs, especially those represented in the School – Buddhism, Christianity, Hinduism, Humanism, Islam, Judaism and Sikhism – thereby increasing a student's awareness of how and why people's values differ.

Students will be encouraged to value a non-materialistic dimension to life and to reflect on questions at the heart of human existence. Teaching styles will value students' questions, give them time to reflect on their own ideas and concerns and encourage imagination and creativity.

Contributions to this aspect of spiritual education are made especially by the Religious Studies curriculum and also through student participation in multi-cultural events, religious societies, visits to sites of religious significance and contributions by visiting speakers. Friday split assemblies encourage students to practise their own religious or non-religious beliefs.

(See Appendix - Assemblies)

Furthermore, students are encouraged to:

- I. increase their self-knowledge by reflecting on their own strengths, weaknesses and character**
- II. develop self esteem by appreciating their strengths and character traits**
- III. gain self-confidence by trusting their own capabilities**

The School will aim to develop an ethos in which students can identify and celebrate their strengths and achievements and set personal targets to make progress in their development towards maturity and adulthood in an atmosphere of encouragement. Staff will strive to ensure that students feel comfortable in taking the necessary risks and making the necessary mistakes in the classroom in order to develop the confidence to work increasingly independently. Opportunities will be provided for girls to question their own values, attitudes and relationships. Discussion, debate and presentations to others in subject lessons and in extra-curricular activities will give students practice in articulating their feelings, values and opinions. Lack of aspiration, discrimination, injustice and bullying will be challenged.

Self-evaluation in tutorial time, Careers Education inputs, the Well Being programme and the review process in report-reading sessions help students to identify their strengths and aspects needing improvement. Furthermore, subjects such as Art, Chemistry, English, History, Modern Foreign Languages and Religious Studies include self-assessment within their learning activities. Opportunities to work with and for others in charity fund-raising and in community work and to support fellow students in peer mentoring sessions help students to develop a sense of self worth outside the academic field. Student achievement is celebrated in displays around the school, in musical, dance and dramatic performances and in assemblies. Recognition of great human achievements is an important aspect in most academic programmes. Students will be encouraged to use imagination and creativity in their learning.

Specific elements of the taught curriculum contributing to student's spiritual awareness include:

- in Art lessons, students are encouraged to explore aspects of life other than that of the physical and material, encouraging imagination, inspiration and creativity
- in Chemistry, Geography and Physics lessons, students are encouraged to experience a sense of awe and wonder at the natural world
- students have the opportunity to sing sacred music and to perform in sacred buildings
- students are encouraged to appreciate the beauty of proof in Mathematics lessons

Objectives: Moral education

Moral education encourages students to recognise right and wrong, act consistently with their beliefs, understand consequences, investigate moral and ethical issues and offer reasoned views. Students are taught to develop their own personal, moral code in line with British values.

Staff are expected to set an example of high moral standards and of caring, concern and respect for others, to challenge views expressed when they conflict with British values, to preclude the promotion of partisan political views in their teaching and, whenever possible, to give a balanced presentation of opposing views.

Expectations of student behaviour are set out in a code of conduct, provided to students and parents. A framework of house points, commendations and certificates promotes good behaviour. There is a hierarchy of sanctions to deal with misbehaviour, with an emphasis on ensuring that students understand the consequences of their own and each other's actions.

Assemblies are often based on moral themes. The Well Being programme provides learning activities to help students to develop their moral awareness, to consider their responsibilities within relationships and extend their knowledge of human rights. Moral and ethical questions are discussed in extra-curricular debates and are built into curricular schemes of work. For example:

- Buddhist, Christian and Secular ethics (e.g. views on abortion, marriage, law and discrimination) in the Short Course GCSE Religious Studies course for all students
- ICT and the law in computing lessons and business ethics in Business & Economics AS / A2 lessons
- attitudes towards moral issues via media in Art lessons
- environmental issues in Geography and Chemistry lessons (e.g. the sulphuric acid debate)
- ethical issues (e.g. slavery) in Classics lessons
- medical use of new technologies in Biology lessons and the responsible use of nuclear and other energy resources in Physics lessons
- the consequences of polluting the planet and the differences in development across the world in Geography lessons

- issues surrounding war and morality (e.g. Hiroshima, Nazism and Facism), as well as ethical debates based on texts and the bias prevalent in texts and media in History lessons

Objectives: Social Education

Social education encourages students to use social skills in different contexts, work well with others, resolve conflicts and understand how communities work. MHSG staff:

- **provide opportunities for students to develop the inter-personal skills and personal qualities necessary to work effectively with people from a range of social and cultural backgrounds, to build good relationships, to be able to resolve conflicts effectively and to show initiative and leadership**
- **equip students with the confidence to question instances of discrimination, injustice or bullying**
- **encourage students to contribute effectively to the School and to the wider community in a variety of social settings by taking part in discussion and decision-making forums.**
- **extend student knowledge about the rights, roles and duties of citizens, parents and workers**
- **increase understanding about public institutions and information systems, about economic and political principles and organisations in England**

A residential visit for Year 7 students in the autumn term, House based projects and sixth form Young Enterprise activities provide opportunities for them to work together constructively in teams and to practise leadership skills; to experience challenging tasks requiring creative thinking; and, to begin to develop a broad circle of friends across different cultural groups. Students are encouraged to solve friendship issues through discussion and negotiation.

The Well Being programme provides learning activities to help students develop the skills and understanding to assist in their own personal and social development and to acquire the knowledge required to be an effective citizen.

Year 7:	How to make and keep friends; the importance of good relationships; working and living with others; resolving conflict; dealing with bullying; children's rights; e-safety; introduction to the working world; healthy eating; mindfulness; positive mental health; growth mindset; sustainability; equal opportunities for women; women's fight for equality; forced marriage; Fundamental British Values.
Year 8:	Working with others: peer pressure; respect for others; e-safety; study skills and target setting; assertiveness; equal opportunities; Black Lives Matter; law of the land; managing finances; mindfulness; self-awareness; sustainable living; jobs and skills; mindset; sexting; safeguarding.
Year 9:	Fundamental British Values; safeguarding; diversity role models; careers; budgeting; mindset; individual identity; working with others; contraception and sexual relationships; healthy relationships; the rights of the child; equality, Black Lives Matter; sustainability; inspirational women; First Aid, Sexually transmitted diseases; racism in sport; healthy eating; democracy.
Year 10:	Effective study skills; safeguarding; Careers – creating a CV; Black Lives Matter; equality; British Sign Language Course; introduction to business; Business Project; working with others; choosing your A Levels; mindfulness; revision skills; contraception and relationships; sexual harassment.
Year 11:	Equality; FGM and forced marriage; Tolerance and understanding - LBGT+; Black Lives Matter; Safeguarding; Careers – skills and competencies; sustainability; good relationships with others – assertiveness; personal confidence; finance – budgeting

and credit cards; political awareness; effective revision; First Aid; sexually transmitted diseases.

Year 12: Black Lives Matter; equality; breast cancer awareness; the democratic process; intimate female health; self defence; soft skills; careers – CVs; Higher Education, UCAS and Unifrog; nutrition; eating disorders; memory skills; equal opportunities in the information technology industry; drugs; living with HIV; safeguarding; revision skills; mindfulness; self-esteem and peer relationships.

Year 13: Interview skills; drugs; tricky interviews; working with others; Endometriosis; safeguarding; pensions, finance and tax; nutrition; sexual health; Black lives Matter, equality; breast cancer awareness; UCAS; equal opportunities in the information technology industry; living with HIV; nutrition.

(See Appendix – The Well Being Programme)

Students are encouraged to take responsibility for others, especially students younger than themselves. They develop awareness of the needs of wider society through fund-raising for year group charities.

Students are also encouraged to take leadership and team roles within the school community – as form monitors, Young Activist form representatives, Focus Theme Week form representatives, House Captains and Student Council representatives; as peer mentors offering personal and academic support; as part of the Head Girl Team; as Sixth Form Prefects supporting Years 7, 8 and 9; through enrichment activities such as Sports Leader’s Award in Years 10 and 12, the Duke of Edinburgh Award, community service placements, the Medlock Scheme and Young Enterprise and through leading extra-curricular clubs and religious and secular assemblies. Teaching methodologies also encourage students to work with others and to appreciate different perspectives and approaches as a result.

Objectives: Cultural education

Through cultural education, students are encouraged to appreciate cultural influences, participate in culture opportunities and understand, accept, respect and celebrate diversity.

Through extra-curricular activities, the taught curriculum and examples set, staff at MHSG:

- **teach students about the origins, development and traditions of their own culture**
- **raise awareness of, and develop understanding about, other cultures represented in Britain and the wider world**
- **encourage students to appreciate how cultural diversity enriches the school and the wider community and to value this cultural diversity**
- **enable students to appreciate world culture in the arts, media, through the internet and foreign travel**
- **help students function effectively in a multi-racial, multi-cultural society and to resist cultural discrimination and racism of any form**
- **encourage active participation in artistic, sporting and cultural opportunities**
- **uphold and actively promote fundamental British values**

The school makes use of the wide range of cultural opportunities within and beyond Greater Manchester. Departments arrange visits to local and regional historical and religious sites, art galleries, museums and exhibitions. There are opportunities to attend concerts, plays and other cultural events.

Modern Language teaching promotes cultural and linguistic awareness and the European dimension and the foreign language assistants contribute to greater cultural awareness among the school community. Visits to France, Germany, Russia, CERN, Spain and the USA and the musical Comenius Project encourage international understanding. There are regular visits to sites of classical, historical, cultural and artistic interest within and beyond Europe.

The School provides opportunities for students to learn about cultures represented within the school and to appreciate how a range of cultural traditions enriches the school and the wider community. Assemblies provide opportunities for cultural presentations. Students are pro-active in arranging multi-cultural events. They make contributions beyond the school, for example in partnership with a local inner-city primary school and participation in the MUN encourages cross-cultural understanding.

Specific elements of the taught curriculum which relate to the students' cultural education include:

- in Religion and Philosophy lessons, Year 7 girls are encouraged to consider personal and social identity (e.g. Who am I and where do I belong? What does it mean to be British?) and in Year 8, what does it mean to be a Muslim?
- in the year 10 GCSE Religious Studies course, students participate in Jewish festivals e.g. Pesach.
- the Well Being programme provides inputs on different cultural groups within the UK and the need for understanding and mutual respect, the effects of stereotyping, prejudice and discrimination and how to challenge them.
- in Art lessons, students are encouraged to recognise how images and artefacts reflect cultural perspectives
- the study of demographics and genetic diseases in different groups in Biology lessons
- music associated with different faiths (e.g. reggae and rag)
- the study of cultural norms in Psychology lessons
- exploring patterns of migration and multicultural societies in urban areas and the influence of globalisation on culture in Geography lessons
- the cultural backgrounds of different groups involved in the slave trade, British politics and values in History lessons
- prose and poetry from different cultures in English lessons

Roles and responsibilities

Teaching Staff

- I. preclude the promotion of partisan political views in their teaching
- II. take such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of students – while they are in attendance at the school, while they are 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, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views.
- III. actively promote fundamental British values and challenge opinions expressed that are contrary to these values
- IV. respect the rights of others and to respect those with different beliefs, in line with the protected characteristics under the Equality Act 2010

- V. act as a positive role model in order to help students develop high moral standards and a responsible attitude
- VI. develop supportive relationships with students
- VII. incorporate spiritual, moral, social and cultural education into programmes of work and learning activities, where appropriate
- VIII. organise extra-curricular activities around spiritual, moral, cultural and social themes.

Heads of Year / Form Tutors

- I. Deliver Well Being lessons which incorporate spiritual, moral, social and cultural themes

Heads of Department

- I. Include spiritual, moral, social and cultural themes within departmental schemes of work

Deputy Head (Teaching and Learning)

- I. Monitor the implementation of the policy in departments

Deputy Head (Pastoral)

- I. Oversee the implementation of the policy across the School
- II. Work closely with the Head of Department for Well Being to monitor the implementation of the policy in the Well Being programme

It is the responsibility of Senior Managers and the Pastoral Team to contribute to the spiritual, moral, social and cultural education of girls through assembly presentations.

Updated in October 2020 by Ann Goddard

Approved by Governors at Academic Development Committee October 2020



ASSEMBLY POLICY & PROCEDURES

Aims

Assemblies provide opportunities for collective reflection where different year groups meet on a regular basis. They play an important role in the spiritual, moral and social development of the students. The aim is to promote a sharing of values, to foster a spirit of unity and community and to raise awareness of the beliefs, needs and rights of others. Assemblies are used to consider current moral and ethical issues and to stimulate the exploration of complex philosophical ideas. Assemblies are also a time to celebrate and to take pride in the achievements of individual students, teams of students and of the school as a whole through the formal presentation of awards and certificates. Participation by staff and students is encouraged, and individual students provide musical items as girls enter and leave the assembly hall.

Procedures

Assemblies are held at least twice weekly, after morning registration. On Monday and Wednesday, the assembly is of a multi-cultural nature, emphasising shared values and traditions, and is normally led by the Head Mistress.

- Years 10, 11 and Sixth Form meet on Mondays
- Years 7, 8 and 9 meet on Wednesdays

Forms also meet with their year group. Sixth Form have a weekly forum led by the Director of Sixth Form Studies or Head of Junior Sixth / Senior Sixth. Other year groups meet on a rotational basis and forms prepare presentations to their year group. This helps to develop a sense of unity within the form and within the year group, and provide contact with the Head of Year.

On Fridays, students assemble in religious groups with the freedom to express and explore their own religious beliefs. Each student opts for a particular group at the beginning of the year. The religions represented are Christianity, Hinduism/ Sikhism, Islam and Judaism. These assemblies are run by sixth form students, and are supervised by a member of staff who ensures compliance with the equal opportunities policy and provides guidance to the organisers. Students may request to attend assemblies of religions other than their own. Year 7 students attend a year assembly for the first term instead of the split assemblies in order that the Head of Year 7 has frequent contact and can therefore provide more support and guidance in the settling-in period. A secular assembly is provided as an alternative Friday option and staff or students raise contemporary moral issues.

Special assemblies provide an opportunity for girls to describe their own religious beliefs and practices to other girls and so learn from each other. For example, the Harvest assembly is based on common themes, enabling the different religious and secular groups to contribute presentations to the rest of the school.

Appendix B



The Well Being Programme

Aims

The Well Being Programme provides training and education for life in order for students to develop the self-confidence and resilience they need to make the right decisions, flourish and feel able to take on all kinds of new challenges with the determination to succeed.

Objectives

The programme is centred on three key areas: Health and Well Being, Relationships and Sexual Education and Living in the Wider World. The school community is invited to reflect upon these areas through the Well Being programme.

By participating fully in the sessions, students will gain the knowledge, interpersonal and social skills and understanding to play an effective role in society at local, national and international levels. It will help them to become informed, considerate and responsible citizens, aware of their duties and rights. The course also seeks to promote spiritual, moral and cultural development, making students more self-confident and accountable, both in and beyond the classroom. It encourages them to play a helpful part in the life of Manchester High School for Girls, their own neighbourhoods, communities and the wider world. It also informs them about our economy and democratic institutions and values; encourages respect for different national religions and ethnic identities, and develops their ability to reflect on issues and take part in discussions.

Through their Well Being sessions, the students learn how the political and social culture of the country has changed in the past, is changing now and will continue to change in the future. They are encouraged to understand how these changes impact on them, and how they can help to shape the changes that are yet to come.

The sessions are held as form tutorial groups, third or half year groups and whole year groups.

Appendix C

MHSG Departmental Mapping of Fundamental British Values

MHSG actively promotes the fundamental British values of:

- (i) Democracy
- (ii) The rule of law
- (iii) Individual liberty
- (iv) Mutual respect and tolerance for those with different faiths and beliefs

In addition to all members of staff challenging opinions or behaviour that contradict these values, specific fundamental British values are taught directly or indirectly throughout the curriculum as follows:

Objective	Currently in place:	Year Group
An understanding of how citizens can influence decision making through the democratic process	Art & Design Technology Fair discussions take place on the interpretation of paintings, sculptures, prints, advertising (historical and contemporary)	All
	Classics Elections in Pompeii Officers in the Army – politicians Pliny’s letters Study of Cicero’s career and speeches Study of <i>Lysistrata</i>	8 10 / 11 10 / 11 12 13
	Chemistry Acid Rain Debate – debating impact of potential new industry on a rural community. Students take on different roles to debate and then vote.	8
	Computing Unit 2: Gaining support for a cause	7
	Unit 4: Data Science	8

	<p>Economics 1.3.1 - Characteristics of successful entrepreneurs including business ethics 2.3.2b - How does market structure affect business? – including competition laws and regulation of markets by UK and EU law 4.3.1b - Do markets always work? – including externalities, regulation, taxation and the role of the public sector 2.6 Supply-side policies – including interventionist and market based macro policy</p> <p>English & Drama Through the texts taught (e.g. Animal Farm) and through dramatic scenarios. Debating club covers issues such as young people voting, the importance of voting, and whether or not democracies are an illusion.</p> <p>Extra-Curricular Provision MUN Mock Election Debating Club Ethics Matters</p> <p>Form Tutoring Well Being, Form and School Council representatives are all elected by their forms using a democratic voting system. Year group charities are chosen using a democratic voting system. Student voice. In both subject and pastoral contexts, students contribute to decision making where the majority view will be actioned if considered feasible by the teachers. Discussion has developed in form times on the rule of law related to Well Being sessions Head Girl elections</p> <p>Geography Students are asked to write letters to MPs to investigate pressing current issues, e.g. rubbish in Norway. Decision making is a key skill in Geography and students take part in decision making activities such as where to build a by-pass.</p> <p>History The Suffragettes and Voting Reform Parliament in The English Civil War The US Constitution and its importance in American History The Civil Rights Movement in the USA</p>	<p>12 12 13 12 13</p> <p>All</p> <p>10-13 All All All</p> <p>All</p> <p>11-12</p> <p>7-9 10-11</p> <p>8 8 8</p>
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	<p>Social and Political Reforms in 60s Britain</p> <p>MFL Discussion of political systems of TL countries A discussion about tolerance or intolerance in TL cultures and how intolerance is dealt with. Discussion of how discrimination has been treated by TL cultures over time</p> <p>Physical Education Voting for Sports Personality of the Year. Voting slips are used in the form of a democratic process.</p> <p>Politics The UK Political System The US Political System</p> <p>Physics Different viewpoints on Energy generation (e.g. nuclear) are considered and the challenges for the future. Students appreciate how decisions about energy generation are made by government, and influenced by voters.</p> <p>Psychology Social Psychology: Informational Social Influence & Normative Social Influence. Students study how our behaviour can be influenced by a majority group or indeed a minority (one person standing alone, against the majority). They look at the reasons behind this, such as belief that someone has more information than you (ISI), or we conform with them because we have a need to fit in and be accepted (NSI) etc. These factors are then considered in ‘real life applications’ – such as those serving on a jury. They also consider that society changes over time and this means that there will always be ‘non-conformists’. Whilst conformity is advantage in some ways in society, if we didn’t have people with new/different ideas, society would not develop to be the place that citizens might like it to be.</p> <p>Well Being Women’s fight for equality Equal opportunities for women Forced marriage Fundamental British Values Law of the Land</p>	<p>8 9</p> <p>13</p> <p>13</p> <p>12 13</p> <p>7-9 / 10-S6</p> <p>12 -13</p> <p>All All All All 8</p>
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	<p>Black Lives Matter Democracy FGM and Forced Marriage LGBT+ Political Awareness</p>	<p>All All 10-13 10-13 All</p>
<p>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</p>	<p>Art Food – Consumer – Laws Art & Design – Copyright Laws (historical and contemporary)</p> <p>Biology Laws affect the medical use of: Terminations as a result of the outcome of genetic screening Development of techniques such as gene therapy, GM crops and IVF procedures Extracurricular DVD club: euthanasia and terminations Extracurricular: dissection club</p> <p>Chemistry Health and Safety rules – including no eating / drinking in labs / not allowed in labs without teacher. Hazard clarification for chemicals and rules regarding handling / disposal. Different standards across the world</p> <p>Classics Idea that Romans brought unity [of sorts] peace and stability [eventually] to places which were very divided.</p> <p>Computing Unit 7 – E-Safety Unit 1 – Networks – including hacking and virus creation/protection</p> <p>Economics 1.3.5 Financing the new business idea – including limited liability 2.3.1b How businesses respond to their markets 4.3.4b Should government intervene in society and what effects will it have? – unintended consequences of government regulation and policy 1.5 Government intervention – including taxation and regulation, private property and common ownership, public</p>	<p>10-S6 All</p> <p>10-11 12 12 13</p> <p>All</p> <p>9-11</p> <p>7 9</p> <p>12 12 13 12-13</p>

	<p>goods 1.4 Market failure – including regulation and legal frameworks for regulating markets 3.1 International trade – including trade blocs and migration</p> <p>English & Drama Through the texts taught (e.g. Animal Farm and Lord of the Flies) and through dramatic scenarios. Relevant discussion and debates in debate club, Year 10 speeches and Year 8 Public Speaking project</p> <p>Extra-Curricular Provision Ethics Matters MUN Year 7 Debating Club Writing Club Comedy Club Drama Club</p> <p>Form Tutoring Purpose of school rules in a community environment are discussed as girls settle into school Newsday Tuesday and Issue of the Week. Topical issues are discussed during form periods under the supervision of the form tutor; many issues have a legal perspective and allow students to explore issues in this context. Girls to adhere to the Sixth Form dress code and Sixth Form Centre rules.</p> <p>Geography Students study the rule of law when looking at the Antarctic Treaty, and how nations must abide by these rules. Students examine factors leading to a good quality of life in the development topic. We consider laws and freedom of speech, and how this can impact on quality of life.</p> <p>History Magna Carta The English Civil War The American War of Independence The Collapse of Weimar Germany and the Nazi Dictatorship Russia under Stalin</p>	<p>12-13 12-13</p> <p>All</p> <p>All 10-13 All All</p> <p>7 All</p> <p>12-13</p> <p>7 8 8 9,11 12</p>
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	<p>MFL Law and Order (A2 topic). Discussion of justice system, rule of law and crime and punishment.</p> <p>Physical Education Fair play and safety in sport.</p> <p>Physics (a) Students are introduced to legislation regarding the handling of nuclear materials, and why these laws are in place. (b) Students are introduced to the idea of risk assessment and how this relates to legislation and safety.</p> <p>Politics The UK Political System – Parliamentary Sovereignty Political Ideas and Philosophy</p> <p>Psychology Forensic Psychology: Students study different sanctions available in Britain for those who break the law. They consider new strategies like ‘restorative justice’ and prison programmes that rehabilitate offenders so that society is a safer place for citizens.</p> <p>Religion & Philosophy Laws relating to homosexuality and other ethical issues</p> <p>Well Being E-safety and rule of law – reference to illegalities Safeguarding Fundamental British Values Law of the Land The Rights of the Child Democracy Forced Marriage and FGM Drugs Sexting</p>	<p>8</p> <p>9</p> <p>12 13</p> <p>13</p> <p>10-13</p> <p>12-13</p> <p>9-11</p> <p>All All All All All All 7-8 10-13 All</p>
An understanding of	Chemistry	

the separation of power between the executive and the judiciary and that while some public bodies like the police and the army are held to account by Parliament, others, such as the courts, maintain independence	International rules for naming chemicals	All
	Computing GCSE and A-Level Computer Science: Legal and Ethical Framework of Computing	10-13
	Economics 4.4 An uncertain future – including role of Bank of England and other central banks and autonomy from Government	13
	3.3.6 Are multinationals a force for good or should they be controlled? – including role of international treaties and organisation	13
	4.3.2b Should markets be regulated? – including the role of Government agencies and regulators	12
	2.4 Exchange rates – including fixed and floating	12
	English & Drama Non-fiction media	All
	Legalities in English Language	
	Debating club again	
	Representation of justice system in texts	
	Form Tutoring Newsday Tuesday and Issue of the Week. Topical issues are discussed during form periods under the supervision of the form tutor; many issues have a legal perspective and allow students to explore issues in this context.	All
	Geography Public bodies are examined when looking at the planning process, e.g. Environment agency, local authorities.	All
	History Magna Carta	7
The English Civil War	8	
Politics The UK Political System – the Judiciary and Supreme Court. Constitutional Theory	12	
The US Political System – the Judiciary and Supreme Court. Constitutional Theory	13	
Psychology Memory: Eye Witness Testimony.		

	<p>Students study the importance of accurate EWT. They consider factors that could make their recall unreliable. One area is the interview given by Police Officers. They are not to use leading questions to gain the responses that they want – they must remain objective. They then look at the development of the ‘cognitive interview’ which helps to reduce issues of bias in relation to Police actions.</p> <p>Well Being The Rule of Law</p>	<p>12 13</p> <p>All</p>
<p>An understanding that the freedom to hold other faiths and beliefs is protected by law</p>	<p>Chemistry When discussing scientific ‘fact’ it is emphasised that science is a changing process – we need to be open to new ideas / theories. Absolute proof is not always available even for widely held theories.</p> <p>Classics Roman Religion general Celtic Religion (?) Isis Religion in the Roman Empire Syncretism Mithraism Christianity Tolerance of Romans to all beliefs except Druidism, Judaism and Christianity and persecution in certain periods.</p> <p>Computing GCSE and A-Level Computer Science: Legal and Ethical Framework of Computing Unit 2: Gaining support for a cause Unit 1: Impact of Technology – Collaborating Online Respectfully</p> <p>Economics 3.3.5 Globalisation – including political integration and implications of trade blocs and migration 3.4 Economic integration – regional and global</p> <p>English & Drama Via texts and multi-cultural poetry (7, 8, 11)</p>	<p>All</p> <p>8 9 9 10/11 10/11 10/11 10/11</p> <p>10-13 7 7</p> <p>13 13</p> <p>All</p>

	<p>Context of reception to texts- class discussion in preface to key texts e.g. Refugee Boy, poetry, Animal Farm, Lord of the Flies</p> <p>Extra-Curricular Provision / Assemblies Split Assemblies ISoc / Christian Union / Lunch and Learn</p> <p>Form Tutoring Girls asked to present an item of interest to the form which often have a religious theme or principal. This promotes religious tolerance and understanding of otherness. 'Newsday Tuesday' – students discuss current news stories during form time, some of which have included legal and religious issues. During form time, on Wednesdays, individual students have delivered presentations on a topic of their choice. Some of these have touched on religion and, therefore, continue to promote a respect for each other's faiths and beliefs within the school.</p> <p>Geography Multicultural societies</p> <p>History The Reformation. Bloody Mary and the persecution of Protestants. Queen Elizabeth and the Church of England. The English Civil War and Religious intolerance Nazi Germany and the Holocaust Social Change in Modern Britain</p> <p>MFL Immigration / Integration and racism (A2 topic).</p> <p>Physics Copernicus and his persecution by the church following publication of his heliocentric model of the universe.</p> <p>Politics The UK Political System – The Human Rights Act and Constitution The US Political System – The Constitution and Religious Freedom. The debate over Abortion rights</p>	<p>All All</p> <p>10 All 13</p> <p>10</p> <p>8,12 8 9,11 9</p> <p>13</p> <p>8</p> <p>12 13</p>
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	<p>Psychology Forensic Psychology: Whilst studying ‘problems defining a law’, the student consider factors that may or may not make a behaviour a crime e.g. some actions will not be considered a crime due to age, culture (what is illegal in one culture/country may not be in another), history (what is a crime today, may not have been in the past or may not be in the future).</p> <p>Religion & Philosophy Atheism and Postmodernism: Study of living in a religiously plural society. Respect shown to those of faith or none. Freedom to wear religious items / clothing in UK law. Study of religious and non-religious views on various ethical issues</p> <p>Well Being Equality and Discrimination. Abortion (ethical dilemmas)-two sides to the story-law in UK-conscience alley.</p>	<p>13 12 13</p> <p>10 10 9,10,11</p> <p>10-13</p>
<p>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</p>	<p>Art Food – Religious cultures and beliefs are valued and pupils are made aware of this. Different dietary laws and accommodated Art & Design – When looking at art pieces (historical and contemporary) everyone’s views are valued. Emphasis on personal response</p> <p>Biology Beliefs, opinions and ethics are influenced by cultural and religious views which can affect girls when studying: Stem cells from embryos, Transplantation, Embryo screening for genetic disorders, Cloning and genetic engineering, Evolution and natural selection</p> <p>Classics Roman Religion Celtic Religion Isis Religion in the Roman Empire Syncretism</p>	<p>All All</p> <p>9-13</p> <p>8 9 9 10/11 10/11</p>

Mithraism	10/11
Christianity	10/11
<i>Antigone</i>	12
Tolerance of Romans to all beliefs except Druidism, Judaism and Christianity and persecution in certain periods.	
Conflict between God made rules and man made rules	
Computing	10-13
GCSE and A-Level Computer Science: Legal and Ethical Framework of Computing	7
Unit 1: Impact of Technology – Collaborating Online Respectfully	
Economics	
2.3.6b How does macroeconomic change affect business? – including inequality and unemployment causes and effects	12
3.3.2 Key players in the world economy – including India, china and Russian economies and political systems for macro management	13
3.3.4 Other considerations before trading internationally – cultural and religious differences	13
1.1.1 Economic development – including global politics of capitalism and alternative methods of allocating resources	12
English & Drama	
Class discussion and research on texts than contain other cultures/beliefs/faiths/prejudice; understanding factors that influence prejudice in texts such as Refugee Boy, Boy in the Striped Pyjamas, Of Mice and Men, To Kill a Mockingbird.	All
Theatre trips and post theatre discussion	
Debating club	All
	All
Extra-Curricular Provision / Assemblies	12
Christian Union / ISoc / Lunch and Learn	All
Split Assemblies / Assemblies	11
J6 girls run split assemblies and celebrate their own religions whilst accepting those of others	
All extra-curricular activities	
Year 11 debating club held at lunchtimes often addresses issues surrounding the tolerance of different faiths/beliefs.	13
Form Tutoring	
During form time, on Wednesdays, individual students have delivered presentations on a topic of their choice. Some of these have touched on religion and, therefore, continue to promote a respect for each other’s faiths and beliefs within the school.	10

	<p>Girls asked to present an item of interest to the form which often have a religious theme or principal. This promotes religious tolerance and understanding of otherness. The discussions which develop in form times encourage different viewpoints to be expressed and encourage verbal tolerance.</p> <p>Geography Discussion and problem solving activities encourage tolerance of other beliefs and opinions. When studying migration, students consider hardships such as racism that are experienced by migrants. Students examine some of the issues in multicultural societies.</p> <p>History The English Civil War and Oliver Cromwell Nazi Germany Multi-Culturalism in Britain</p> <p>Mathematics All students treated equally. Opinions expressed by students about their faith or beliefs are equally valued. Intolerant points made are challenged.</p> <p>MFL Immigration / Integration and racism (A2 topic).</p> <p>Physical Education Racism in Sport (provision, opportunity, esteem) Uniform for PE (tracksuit bottoms or running tights for all activities if required)</p> <p>Physics How the Big Bang relates to personal religious belief: this often comes up in class discussion, although it is not explicitly taught.</p> <p>Politics The UK Political System – The Human Rights Act and Constitution The US Political System – The Constitution and Religious Freedom. The debate over Abortion rights</p>	<p>All</p> <p>8 9, 11 9</p> <p>All 8 10 - 11</p> <p>All</p> <p>13</p> <p>12 13</p> <p>12-13</p>
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	<p>Psychology Key Approaches in Psychology in the A-Level course: Here students learn that a single behaviour can be explained from multiple different perspectives e.g. biological, behaviourist, humanistic. One perspective is not better than the other. All perspectives have value – even if they personally do not agree with them. They also consider the use of an ‘eclectic approach’ – where many views and beliefs are combined for the greater good.</p> <p>Religion & Philosophy Teaching of religious beliefs and non-religious worldviews with respect for all views</p> <p>Justice and Equality: Prejudice and Discrimination (including causes of prejudice, religious and racial prejudice)</p> <p>Well Being Fundamental British Values Forced Marriage Contraception and Sexual Relationships The Rule of Law</p>	<p>12-13</p> <p>All</p> <p>All All 9-13 All</p>
<p>An understanding of the importance of identifying and combatting discrimination</p>	<p>Art Issue based projects in Graphic Communication Discussion as necessary in relation to artists used as reference by individuals in Fine Art</p> <p>Biology Discrimination: the possibility of people with genetic disorders being discriminated against is identified in the genetics section of GCSE and A level.</p> <p>Chemistry Issue of other nations’ attitudes towards workers in industrial processes. Women are promoted in science – display in corridor</p> <p>Classics Slavery Treatment of women Access to Education</p>	<p>10-11</p> <p>10-13</p> <p>All</p> <p>7 - 9 7 - 9 8, 9</p>

	<p>Treatment of non-Romans Slavery, treatment of slaves, views about slavery Treatment of women, views about women Treatment of non-citizens, barbarians, metics These are issues which are raised throughout the Cambridge Latin Course stories and accompanying Roman Life or as a result of reading literature [e.g. <i>The Odyssey, Medea, Lysistrata, Pseudolus</i>] Position of women is also studied through Art</p> <p>Computing GCSE and A-Level Computer Science: Legal and Ethical Framework of Computing Unit 2: Gaining support for a cause Unit 1: Impact of Technology – Collaborating Online Respectfully Unit 3: Cyber Security</p> <p>Economics 1.3.3 Evaluating a business opportunity Opportunity costs of developing one business idea as opposed to another – including the role of different stakeholders 4.3.3b Can the government control the economy? – including government failure</p> <p>English We teach many texts which deal with the issue of discrimination and the consequences of adopting prejudiced views: Boy in the Striped Pyjamas, Romeo and Juliet, Of Mice and Men, To Kill a Mockingbird, Lord of the Flies, multi-cultural poetry at KS3 and 4, An Inspector Calls, Jane Eyre. Thorough discussion of discrimination as a theme, teaching of empathy through engagement with different ‘voices’ in the novels/poems, research in to different historical, social, economic positions reflected in the texts.</p> <p>Extra-Curricular Contribution Founders’ Day and Speech Day themes associated with the history of women’s suffrage as associated with the School’s legacy.</p> <p>Form Time Newsday Tuesday (or similar) – students discuss current news stories during form time, some of which have included legal and religious issues.</p>	<p>9 12, 13</p> <p>10-13 7 7</p> <p>13</p> <p>All</p> <p>All</p>
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	<p>History Civil Rights in the USA The Reformation The British Empire and India Nazi Germany and the Holocaust Multi-Culturalism in Britain / Enoch Powell</p> <p>Mathematics A range of multi-ethnic names are used in questions posed to students.</p> <p>MFL Immigration / Integration and racism (A2 topic).</p> <p>Physical Education Discrimination in Sport (racism, gender, sexism, disability, sexuality)</p> <p>Physics Marie Curie and the Nobel Prize. (At first, the Committee intended to honour only Pierre and Becquerel, but one of the committee members and an advocate of woman scientists, Swedish mathematician Magnus Goesta Mittag-Leffler, alerted Pierre to the situation, and after his complaint, Marie's name was added to the nomination. Marie was the first woman to be awarded a Nobel Prize.) Jocelyn Bell-Burnell – discovered the first pulsar, but was not awarded the Nobel Prize, despite many believing she should have received it.</p> <p>Politics The UK Political System – The Human Rights Act. Immigration and its political impact The US Political System – Affirmative Action. Racism in the USA</p> <p>Psychology Students study ‘Social Identity Theory’ where they consider in groups/out groups and reasons why we consider others to be ‘outsiders’, plus how this might impact on our behaviours towards them. They are taught to recognise that we have attributional biases that do not necessarily reflect the true nature of the people categorised as ‘outsiders’ and that these can lead to discrimination.</p>	<p>8,13 8,12 8 9,11 9</p> <p>All</p> <p>13</p> <p>10-13 10/11</p> <p>12 13</p> <p>12 -13</p>
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