



Marshfields School Spiritual, Moral, Social and Cultural (SMSC) Audit 2022-2023

At Marshfields School we recognise that the personal development of students, spiritually, morally, socially, and culturally, plays a significant part in their ability to learn, achieve and thrive.

We therefore aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, ambitious standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of a range of cultures.

Students' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their knowledge of, and respect for, different people's faiths, feelings, and values
- sense of enjoyment and fascination in learning about themselves, others, and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Students' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Students' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic, and socio-economic backgrounds
- 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.

- 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, developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Students' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of diverse cultures within school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share across cultural, religious, ethnic, and socio-economic communities.
- knowledge of Britain's democratic parliamentary system and its significant role in shaping our history and values, and in continuing to develop Britain.
- willingness to participate in and respond positively to artistic, musical, sporting, and cultural opportunities
- 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 respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national, and global communities.

Spiritual Development

Aims	Objectives	Evidence	Impact
<ul style="list-style-type: none"> • To develop the ability to listen and be still. • To be able to reflect • To develop the ability to sense wonder and mystery in the world. • To appreciate the unique nature of human relationships 	<ul style="list-style-type: none"> • To develop imagination • To develop the skill to use all one's senses. • To encourages times for quiet reflection throughout the school day • To develop the skill of being physically still, yet alert • To promote an awareness of and enjoyment in using one's imaginative potential. • To develop curiosity and a questioning approach – discussing issues and themes • To develop positive self-esteem, respect for themselves and inner confidence • To have the opportunity to develop personal beliefs. 	<p>Assemblies – Focus throughout the year link to PSHE, British values and SMSC</p> <p>Student panels – focus groups for behavior, participation in interviews for new staff.</p> <p>Lunch clubs are designed to promote personal growth in the main areas of need identified in students EHCPs. Social and emotional though supporting the building of relationships, the resilience when things are not what you expect or challenging, how to take turns and see their own strengths.</p> <p>Yr3 HT1 Friendships: Making and maintaining healthy friendships; Similarities and differences</p> <p>Yr4 HT1 Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others</p> <p>Yr5 HT3 Staying safe: Privacy and personal boundaries; Acceptable</p>	

		<p>and unacceptable contact. Permission-seeking and giving. Personal safety, including FGM.</p> <p>Yr6 HT2 Puberty and reproduction: Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made</p> <p>Yr7 HT5 Relationships: Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent</p> <p>Yr7 HT6 Friendships and diversity: Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online.</p> <p>Yr8 HT2 Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.</p> <p>Yr8 HT3 Relationships: Stereotypes and expectations</p>	
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		<p>of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.</p> <p>Yr8 HT6</p> <p>Moving forward: Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change</p> <p>PE: *All lessons require students to listen and be still at the very beginning of the lesson *Reflection is prominent in all plenaries – reflecting on what has been achieved and what progress has been made on skills. *New sports explored (handball) a sense of wonder as to how these new sports came about. *Self-esteem improved through feedback given.</p> <p>MATHS: *Zoo Trip provides a platform for a sense of wonder and mystery *Open ended thinking questions *Curiosity explored through problem solving *Making generalisations *Estimating and predicting outcomes</p> <p>Art & DT, all KSs – Pupils have autonomy over the design of their own Art & DT work.</p>	
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		<p>Pupils have a sense of achievement & pride when they take their work home. Art & design analysis tasks develop critical thinking skills; pupils analyse artwork covering the content, form, process & mood. Self, peer & teacher assessment using WWW & EBI; pupils acknowledge positive aspects of their work & the work of others.</p> <ul style="list-style-type: none"> • Year 7 English – Narnia – explores an imaginary world. • Year 8 English – Titanic – reflecting on the tragedy. • Year 7 English – astronaut – wonder – thought of space. • Year 7 English – Narnia – wonder of imaginary world. • Year 8 – The Twits – unique nature of relationships. • Year 7 – Narnia – unique nature of relationships. • Year 8 – Titanic – unique nature of relationships. • Year 8 – Stewardship – Relationship between humans and the planet / environment. • Year 8 History – Native American's Civil Rights – nature of human nature/sense of mystery. • Year 9 History – WW1/WW2/Holocaust - nature of human relationships. 	
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		<p>Performing Arts- drama units in year 9 and 10 develop physical skills, improvisation skills, role play and imagination</p> <p>Assembly and PSHE programme - discussions on diversity of faith and culture – respecting the beliefs / customs and cultures of their peers and community.</p> <p>Corridor walks at key times of the day – ensuring students are in lesson and benefiting from form and group work – promoting time to reflect and build relationships</p> <p>Promotion of Whole School Values</p> <ul style="list-style-type: none">• Form time, tutors can discuss SIMS updates from the day and can reflect upon lessons that have gone well and lessons that need more focus• Assemblies with themes also allow for reflection about important topics• Student Council share ideas from forms about what they enjoy about school and what else they feel would benefit students. <p>Pastoral theme week-students created friendship trees and bracelets, these were shared with their peers and messages of kindness to each other</p>	
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		<p>Computing: All schemes in Computing cover concepts of how technology might be used including ethical implications and how it might affect physical and mental health. They are coached to arrive at their own opinions through questioning, discussion and research.</p> <p>SAC: Encourage students to reflect on the wonders of the natural world, wildlife, animals and their habitats</p> <p>Science: Marking and feedback gives students opportunity to reflect on their own work. Practical's are designed around answering a hypothesis in which they experience the awe and wonder of scientific explanation.</p> <p>Horticulture: KS3 horticulture focuses on students applying their curiosity to plants and the world around them, with a focus on developing an appreciation for the natural world and connecting with their senses for exploration.</p> <p>Land based Studies: BTEC T4-6 LBS8 - Growing plants</p> <p>ASDAN – Roleplay/ mock interview techniques</p> <p>WEX – reflect on their progress.</p> <p>Workdays – WESTRAVEN Yr10</p>	
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Moral Development

Aims	Objectives	Evidence	Impact
<ul style="list-style-type: none"> • To be able to distinguish between right and wrong and to respect the criminal and civil law in England • To understand the principles lying behind decisions and actions • To be able to make decisions, accepting and understanding the consequences of their actions • To develop a sense of responsibility, consideration for others, self-respect and self confidence • To prepare students for the opportunities, responsibilities and experiences of adult life 	<ul style="list-style-type: none"> • To conform to rules in order to promote order for the good of all. • To understand that there are consequences to actions • To exercise self-discipline • To tell the truth • To respect the rights and property of others • To take responsibility for their own actions • To develop high expectations and a positive attitude • To develop individual self confidence • To be considerate to others • To help others less fortunate than themselves 	<p>Assemblies – Focus throughout the year link to PSHE, British values and SMSC</p> <p>Restorative work through the stages system, utilizing bespoke social stories to support specific students when required.</p> <p>Choices are made through lunch clubs – students select their lunch clubs</p> <p>Lunch Club – Community service promotes proactive community spirit and is student led it maintaining and improving the school environment.</p> <p>Yr3 HT2: Emotional wellbeing: Expressing and managing every day feelings; Seeking support for self or others.</p> <p>Yr3 HT6: Shared responsibilities: Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home;</p> <p>Yr4 HT1 Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online;</p>	

		<p>Listening and responding; Respecting self and others</p> <p>Yr5 HT1 Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination</p> <p>Yr5 HT3 Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact. Permission-seeking and giving. Personal safety, including FGM.</p> <p>Yr8 HT2 Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.</p> <p>Yr8 HT6 Moving forward: Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change</p> <p>PE: *Fair play and why we need to follow the rules of games</p>	
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		<p>*To explore why sports have rules – a sense of fairness and an even playing field</p> <p>*Sport for all – equal opportunities – males and females, LGBTQ+ rights</p> <p>*Free kicks, fouls, suspensions, game bans – Why do these happen? Discuss why they are necessary.</p> <p>*Imagine a sport without rules.</p> <p>*Rewards for developing self confidence</p> <p>*Students are stopped if the game has any negative attitudes or behaviours, and these are discussed</p> <p>*Working as a team, using all team members, passing to others before shooting.</p> <p>*Examples given of great teamwork to illustrate to students the importance of great teamwork</p> <p>*Respect in sport</p> <p>*Promote FA drivers such as Kicking out Racism in Sport</p> <p>*Stopping the game or putting the ball out if someone is injured or hurt.</p> <p>MATHS:</p> <p>*Games – turn taking (draughts/connect four) etc</p> <p>*Commutative law (works for addition but not subtraction).</p> <p>*Preparation for adulthood by using money within real world experiences.</p>	
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		<p>*The use of calendar and time to empower students to be punctual and organized.</p> <p>*Students are responsible for their progress through the target trackers.</p> <p>*Understand there are consequences to actions using behaviour management policy.</p> <p>*Maths specific rules around using and respecting maths equipment.</p> <p>Art & DT – all KSs</p> <ul style="list-style-type: none">- Using tools & equipment safely & appropriately; H&S discussed & following procedures.- Ownership & consequences of their own behaviour choices; resolving situations & discussing the correct & proper way to conduct themselves.- Monitor roles; taking on responsibility, supporting others & teamwork to together complete a task. <p>Year 8 English – The Twits – right and wrong.</p> <p>Year 7 – Railway – right and wrong.</p> <p>Year 7 – English – Narnia – Decisions, lying and actions.</p> <p>Year 7 – Railway children 0 decisions, lying and actions.</p>	
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		<p>Year 7 – Narnia – responsibility.</p> <p>Year 7 – Railway children – responsibility.</p> <p>Year 8 – Titanic – responsibility.</p> <p>Year 8 History – Native Americans/Civil Rights.</p> <p>Year 9 RS – Good vs Evil – look at criminal responsibility and acts that are criminal</p> <p>Performing arts- developing skills in independent performance in year 9 and 10 leading to developing self-confidence. (Christmas Performance)</p> <p>Review and update of School Behaviour Policy to include STEPs vision and ethos.</p> <p>Student code of conduct – promoting and rewarding prosocial behaviour</p> <p>Reward System / golden time / tokens – rewarding prosocial behaviour.</p> <p>Rewards / Celebration Assemblies</p> <p>Reflection and Restorative Justice – opportunities given for students to reflect on the difference between right and wrong / to readily apply this to situations / incidents in school and their own lives – to recognise legal boundaries / develop</p>	
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		<p>respect for school rules / civil / criminal law.</p> <p>Discussions on rights / responsibilities / consequences</p> <p>Encouraging students to participate in charitable events and projects</p> <p>Student voice – school council, focus groups.</p> <ul style="list-style-type: none">• Student in Upper school are given the opportunity to apply for prefects roles, they are role models to other students. We have high expectations from prefects.• All students are given the opportunity to become House Captains and take part in interhouse games• Whole school sponsored events - non-uniform days, sponsored walks to raise money for people less fortunate <p>Computing: All Key Stage 3 and those KS4 & 5 options students follow the Student Acceptable IT Use policy. E-safety and Cyber security covered through for KS3 – 5, understanding of social, mental and ethical impacts of different technologies and why rules are</p>	
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		<p>in place. They also cover extensively their own role in the technological world and the impact of their actions on themselves and others.</p> <p>Seating plans are developed to encourage a co-supportive buddy system.</p> <p>SAC: Consideration of moral dilemmas of owing a pet e.g. dangerous animals act / responsible owners.</p> <p>Safety in the workplace</p> <p>Safe use of PPE, handling tools safely, clearing away to achieve production of practical outcomes</p> <p>Self-reflection on their work / evaluation / www.ebi</p> <p>Science: The entirety of the science curriculum focuses on working safely within a practical environment. The lab rules and safety procedures are visible in students' books and reinforced in class especially during practical sessions.</p> <p>Land based: BTEC T1-3 A2-Developing a Personal Progression Plan</p> <p>ASDAN– Rights Responsibilities/Independent Living</p> <p>My Community</p> <p>NCS Scheme</p>	
Social Development			
Aims	Objectives	Evidence	Impact

<ul style="list-style-type: none"> • To relate positively to others • To participate fully and take on responsibilities. • To demonstrate appropriate behaviour across a range of situations • To work cooperatively with others • To use own initiative responsibly • To understand our place in family, school, and society • To encourage 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. 	<ul style="list-style-type: none"> • To show care and consideration for others • To work effectively as part of a group • To interact positively across a range of situations e.g. class, break times, clubs, sports events, visits, church services, concerts etc. • To be sensitive to the needs and feelings of others • To be able to share and express emotions • To develop an understanding of citizenship and experience being part of a caring community • To realise that every individual can do something well and have something to offer. 	<p>Lunch clubs provide a supported and structured environment for students to develop communication and social skills. All clubs are teacher led and structured to encourage social interaction. TV/ film – comprehension, discussion, judgement, and recommendations</p> <p>Lego Club – team challenge cards promote turn taking and forming cooperative roles in groups to complete tasks.</p> <p>Ball Skills – communication and instruction – students learn specific ball game skills and practice them in pairs or small groups.</p> <p>Yr4 HT1 Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others</p> <p>Yr4 HT2 Communities: What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice</p> <p>Yr4 HT4</p>	
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		<p>Families: Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for</p> <p>Yr5 HT1 Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination.</p> <p>Yr5 HT2 Mental wellbeing: Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others</p> <p>Yr5 HT3 Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact. Permission-seeking and giving. Personal safety, including FGM.</p> <p>Yr5 HT5 Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws</p> <p>Yr6 HT3 Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses;</p>	
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		<p>Allergies and getting help in an emergency; Vaccination and immunisation</p> <p>Yr6 HT4 Managing change: Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support</p> <p>Yr8 HT2 Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.</p> <p>Yr8 HT4 First aid and keeping safe: First aid including CPR and defibrillator use; Personal safety including travel safety</p> <p>PE: *Invasion Games with an emphasis on cooperation and teamwork *Supporting those less able – chances to excel, opportunities to shoot within a game situation *Stopping a game to discuss and address unkindness, prejudice attitudes or belittling.</p>	
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		<p>*Honesty, Respect & Focus code in the Behaviour policy is followed by students at all times and staff exemplify this.</p> <p>*Picking teams fairly to allow for a competitive but even chance game</p> <p>*Pairwork – gifted and talented with a less confident and encouraged to coach and support those that feel inferior.</p> <p>*Mostly athletics is focused on beating your PB score (personal best) to promote self-improvement rather than elitism.</p> <p>MATHS:</p> <p>*Every student is asked to contribute to class discussion, problem solving and consolidation as well as reading the questions aloud in class. All class members are encouraged to be supportive and patient.</p> <p>*Growth mindset is promoted – students understand that there is actually value in getting a question wrong because we are more likely to remember it next time and how to get it right.</p> <p>*Times table practice is all about beating your personal best.</p> <p>*Data from Numbots produce certificates, so it is about the students personal learning journey and progression. Students develop at different rates, but success is always celebrated.</p> <p>*Finance and budgeting is discussed in relation to being conservative with electricity/gas use and why this can help – “a penny saved is a penny earned.”</p>	
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		<ul style="list-style-type: none"> - Group & pair work to brainstorm ideas & answer questions; communication skills. - Sharing resources & respecting the resources they are given to use. - KS4 Art, Banksy socio-political art; pupils analyse the socio-political message in Banksy work that is relevant / prevalent in our everyday society. - Praise & rewards in lessons, during Dismissal shoutouts & end of term certificates that pupils take home. <p>Y9 English – Curious Incident.</p> <p>Y9 English – How to look after your pet.</p> <p>Y10 English – Hunger Games.</p> <p>Y10 English Noughts and Crosses.</p> <p>Performing arts year 9-10 – continuous group work and collaboration to produce drama, dance and music. Emotions expressed through drama teaching (physical and expressive skills)</p> <p>Students identify emotions of characters in performance.</p> <p>Re-launch of Lunch Club activities / linked to identified needs on Provision Map.</p>	
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		<p>Working closely with Pastoral Team to promote and encourage participation in House Events and challenges.</p> <p>Assembly programme – encourage students to take responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the community / wider society</p> <p>Promote positive behaviour / safety of self and others.</p> <p>Promote the showing of respect for the differing opinions of others.</p> <p>Corridor walks by AHT / Pastoral – supporting form tutor role.</p> <p>Developing role of Form Tutor / trusted adult / increase in form / registration time to build strong relationships.</p> <p>Promotion of positive routines e.g., Form Tutor start / end of the day checklist</p> <p>Talking / listening / restorative justice</p> <p>Encouraging students to participate / cooperate and resolve conflict.</p> <p>Student Council / Focus Groups and Student Voice</p>	
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		<p>Buddy / mentoring system</p> <p>Buddy Bench planned for Summer 2023</p> <p>Prefect system to promote routines and positive behaviour.</p> <p>Timetable US students to support lunchtime clubs.</p> <p>Organising AP and transition work for students who need alternative provision or who are ready to move on</p> <ul style="list-style-type: none">• Duke of Edinburgh-15 students passed Bronze last year and popular uptake again this year. Students needed to work together as group in all aspects of this task.• Student council, all students listen and take turns in sharing ideas. Ideas are suggested and voted upon. <p>All ideas are from the students and are student views. Students see the results of their discussion. They suggested a buddy bench and this will completed</p> <p>E-safety covered throughout for KS3 – 5, understanding of social, mental and ethical impacts of different technologies and why rules are in place. They also cover extensively their own role in the technological world and the impact of their actions on themselves and others.</p>	
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		<p>This includes how to be a positive influence in their online identity and communications and how to maintain a healthy digital footprint.</p> <p>Seating plans are developed to encourage a co-supportive buddy system.</p> <p>SAC: Show respect for the differing opinions of others Cooperation in practical activities / group work / working as a team / communicating with others at work Developing Key Vocabulary Talking / listening peer and self-assessment Developing a range of key practical skills Developing / improving independence and confidence in their own skills Developing / confidence in career pathways and choices</p> <p>Science: The science curriculum includes multiple practical opportunities which allows students to work together to achieve an objective and take responsibility for the experimental outcomes. Y9 T1&2 – Human Body</p> <p>Land based: The practical portions of the Land Based curriculum are focused on group participation and building responsibility towards caring for others</p>	
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		<p>wants and needs e.g., dividing duties according to preference, swapping activities when required. There is an emphasis on helping the school community through the work done by the group and they are able to discuss jobs they wish to do to help the school e.g. painting, weeding, clearing out areas.</p> <p>ASDAN – Health & Wellbeing</p> <p>Visits – Colleges/ AMAZON/IKEA/CLIPPER</p> <p>Work Experience – group and individual</p>	
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Cultural Development

Aims	Objectives	Evidence	Impact
<ul style="list-style-type: none"> To provide students with the knowledge and cultural capital they need to succeed in life. To support students to develop an appreciation of the diversity of human creativity and achievement To develop a sense of belonging to students own culture and being proud of their 	<ul style="list-style-type: none"> To develop a love for learning To enable students to acquire a broad general knowledge and respect for public institutions and services in England. To develop an awareness, recognition and appreciation of the arts, i.e., music, art, drama, literature etc. To develop an understanding of diverse cultures and beliefs, including Christianity 	<p>Assemblies – Focus throughout the year link to PSHE, British values and SMSC - Specific assemblies introduce cultural difference and similarities i.e., Diwali and Halloween assembly.</p> <p>PE: <u>Discussions</u> *How do major sporting bodies, boards and events contribute to society? *What do some footballers who earn an extremely high wage chose to do with their money? *Christians/Muslims/Jews/Sikhs in sport. Who are they? What rituals do we see from them? What actions in society? Marcus Rashford as one example. Mo Salah as another.</p>	

<p>cultural background</p> <ul style="list-style-type: none"> • To challenge opinions or behaviours that are contrary to British Values • To share different cultural experiences • To respect different cultural traditions • To understand codes of behaviour, fitting to cultural tradition 	<ul style="list-style-type: none"> • To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond 	<p>*Why do we not tolerate racism/prejudice or violence towards sports people or anyone? *What is tribalism around sport and why is it wrong?</p> <p>Maths: *Peterborough Maths walk – reading bus timetables, booking a train. *Walking through sculpture gardens to appreciate the architecture and geometry involved in its creation *Weather patterns here and around the world and seasons are discussed in Holiday and Measure schemes of work *How can a better knowledge of Maths help with doing our bit to reduce our carbon footprint? *Calendar and Time – recognizing the Christian calendar which underpins the calendar in this country. e.g., When is Easter? Which month and why? When is Eid? How is it celebrated? How is time relevant to this? etc. *Discussion of charity work, volunteering, ‘Is time money?’ is this saying true? Why?</p> <p>Art & DT, all KSs – - References to exhibitions, galleries that pupils may visit with school or with family. - Art history timeline in books and on display in classroom; raises pupils’ awareness of the profound connections between history, religion, world cultures and art.</p>	
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		<ul style="list-style-type: none">- PSHE –- Mutual respect of those from diverse cultures, faiths & beliefs.- Accepting responsibility for their own behaviour & understanding how they can contribute positively to society in general.- KS4 & 5 PSHE: encouraging democratic discussions to widen pupils knowledge & understanding of British society. <p>Year 8 – Titanic – cultural capital.</p> <p>Y9 English How to look after your pet.</p> <p>Y10 English Hostage.</p> <p>Y9 English Romeo and Juliet.</p> <p>Curriculum theme week- opportunities to experience visits to outside agencies (museum) and visitors to the school to enhance cultural capital. (Shakespeare workshops , youth workers)</p> <p>Bronze Arts award – expose pupils to a range of opportunities within the arts and enhances recognition and appreciation.</p> <p>Assembly programme - Mutual respect / tolerance for the choices / likes / dislikes of others / promote understanding of Diversity / British Values / awareness of protected characteristics</p>	
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		<p>Introduction of Focus Week / learning of key terms / opportunities for overlearning</p> <p>Accepting responsibility for own behaviour and understand how they contribute positively to society in general</p> <p>Organising and conducting school tours and visits / showcasing Marshfields and the support for individual students and families</p> <p>Computing: Responsibility for online behaviour. Tolerance and respect for others online. Digital art is studied in all year groups.</p> <p>SAC: Mutual respect / tolerance for the choices / likes / dislikes of others Accepting responsibility for own behaviour and understand how they contribute positively to society in general Democratic decisions.</p> <p>Land based: practical sessions can discuss cultural traditions and the myths and legends around the seasons, how certain celebrations include food and plants and the stories of the origins of the earth and farming in different regions.</p> <p>ASDAN – students to have a part in choosing their modules.</p> <p>ASDAN – Beliefs & Values</p>	
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