The table below captures the work done across the school to nuture the whole child in aspects of spiritual, moral, social and cultural development. All of these aspects are considered essential to the educational development of young people in our care.

As a Church of England school our ethos is built around the Christian values of Humility, Peace, Creation, Compassion, Forgiveness, Wisdom, Reverence, Trust, Justice, Thankfulness, Endurance and Friendship. These are explicitly considered in assemblies but equally pervade all aspects of our work. Our whole school motto of "treat others as you would want to be treated" is the cornerstone of all SMSC development.

PSHE Themes: Health and Well-being (HWb); Relationships (Rel); Wider World (WW)

	Spiritual	Theme	Term	Moral	Theme	Term	Social	Theme	Term	Cultural Ther	me	Term	British values	Theme	Term
	Explore beliefs and			Recognise right and			Investigate and moral			Appreciate			Fundamental values		
	experience; in keeping			wrong; respect the			issues; appreciate			cultural			of democracy,		
	with a church school to			law; understand			diverse viewpoints;			influences;			individual liberty,		
	nurture Christian beliefs			consequences;			participate, volunteer			appreciate the			mutual respect, rule		
	and values; to respect			investigate moral			and cooperate; resolve			role of Britain's			of law, tolerance and		
	faiths, feelings and			and ethical issues;			conflict; engage with			parliamentary			respect of those of		
	values; enjoy learning			offer reasoned views			the fundamental			system;			different faiths and		
	about oneself, others						values of British			participate in			beliefs.		
	and the surrounding						democracy.			culture					
	world; use imagination									opportunities;					
	and creativity; reflect.									understand,					
										accept, respect					
										and celebrate					
										diversity.					
Curriculum	PSHE			Our school positive			Collaborative working is			The KS3			Tolerance and		
	Year 7: Transition unit at	Rel	HT1	management of			encouraged across the			curriculum offers a			respect for each		
	the start of the year			behaviour policy			curriculum. Students			breadth of lessons			other during work is		
	looks at the importance			ensures that our			are expected to work			that ensure			evident in all		
	of working as a learning			expectations are			together to improve the			students			curriculum areas		
	community with respect			shared and clear and			learning of all. Use of			experience culture			through the ethos		
	for one another; the			that our responses			paired, group, ask the			and develop an			and school values.		
	importance of active			are consistent and			expert, shared			appreciation for			Group work and		
	listening and			proportionate.			presentational work			the sciences, arts,			collaborative working		
	understanding is						and many other			languages, sport			is particularly evident		
	explored in the Ground			PSHE			examples set the tone			and humanities in			in ADT and Music		
	Rules lesson and the			Year 7: Money	WW	HT3/4	for all to support each			equal measure.			lessons where		
	understanding of the			management covers			others learning.						students frequently		
	school ethos of "treating			material worth and			DOUE	Dul	1174 /2	At KS4 students			work in groups.	Rel	HT 1
	others as you want to be			how your ideals are			PSHE	Rel	HT1/2	have a core offer			DCUE		
	treated" i.e. based on			matched to financial			Year 7: PSHE explores			and can then			PSHE		
	Christian teaching of loving your neighbour as			circumstance. Year 8: Tobacco,	HWB	HT4	friendships and how you develop your own			choose from a			Year 7: Transition unit at the start of the		
	you love yourself			Drugs and Alcohol		1114	personal voice but with			wide range of options at GCSE.			year students agree a		
	Year 8: Media and self-	HWB	HT1/2	covers effects of			appropriate ways of			WW	,	HT5	class charter and how	ww	HT5
	esteem explores		''' '''	drugs on the body			giving your opinion in			PSHE			working together is	** **	UL J
	stereotypes and self-			and then society as			different circumstances			Year 8 unit on			important in any		
	image and hence the			well as the laws			both in real life and in			Parliament and			community.		
	feeling of self worth			around misuse. Also			the virtual world.			Government to			Year 7: Britain as a		
	Year 8 : Looking at family			more widely the						understand how			diverse society covers		
	values and how to cope	Rel	HT2-3	effects of addiction				Rel	HT2-3	democracy works			human rights,		

with change within a	HWB		to gambling;			Year 8: Family explores			and the			individual liberty,		
family, including the			pornography			the nature of family and			importance of			racism and the	WW	HT5
birth of a sibling, divorce			Year 9&10 : RSE	Rel	Yr 9 :	how this is diverse.	WW	HT5	being an active			diversity of Britain		
and death. Students are			Looking at the issues	HWB	HT2&4	Year 8 – Government			citizen			and how it fits into a		
encouraged to reflect on			of consent; sexting;		Yr 10 :	and politics – looking at						global community.	WW	HT3
their experiences.			power imbalance in a		HT2-3	the importance of			Art & DT	WW	Ongoing	Year 8: Politics covers		
Year 9 : Health and			relationship			democracy.	WW	HT3	All Art and DT			the make-up, nature		
Wellbeing. Students	HWB	HT1/2	Years 8-10 - Human	WW	Yr 8 :	Year 9: Coping with and			lessons learn			and purpose of		
consider the importance			Rights units –		HT3	avoiding anti-social			about the work of			government.		
of valuing oneself and so			Looking at human		Yr 10 :	behaviour covers			different			Year 9: Crime and the		
making positive choices			rights and how to		HT4	bullying, crime,			designers/artists			justice system covers	WW	HT4
Year 10: Staying safe in			protect these in the			consequences of			so look at cultural			the meaning of		
relationships explores	HWB	Ht1/2	school, locally,			actions, vandalism and			awareness in			democracy, absolute		
students' personal sense	Rel		nationally and			antisocial behaviour,	HWB	HT1-2	design			and non-absolute		
of self and identity with			internationally.			including County Lines			Art	WW	HT 5/6	rights, punishment		
their family, the			Looks at issues such			and gangs.			Year 8 – Japanese			and reform.		
meaning of family and			as the use of torture;			Year 9: Healthy			historical and			Year 10: Human		
their own feelings about			radicalization and			balanced lifestyle			contemporary arts		HT 1 Y	rights covers UN		
their life goals in this			extremism in the			explores drugs and			and culture studies	WW	11; HT2	declaration, rights,		
regard.			Upper School			modern culture, self-	HWB	All	KS4- Trips to			challenging prejudice		
Year 10 &11 – Students	HWB	Y 10 :	Y 11 – Consideration	Rel	HT1	esteem in relation to	Rel		London; trip			and discrimination;	WW	HT4
are explicitly taught the	Rel	HT 1-2	of healthy sexual			this and healthy body:			abroad eg			who is likely to be		
importance of self		Y 11:	relationships			healthy minds.			Amsterdam 2018			groomed into		
esteem as a protective		HT1	avoiding coercion			Year 10: Sports leaders						radicalization or		
factor against sexual						all learn skills of	HWB	HT1	English			extremism		
promiscuity, substance			Art			communication and	Rel		Several units in all	WW	Ongoing	Art	Rel	Ongoing
abuse, grooming, sexual			Year 9/10/11:	HWB	Ongoing	volunteering with			years which focus			All work discussed	WW	
exploitation,			consider suitability of			younger students.			on texts from			and respected. Own		
radicalization and		HT1	own work and work			Year 10: Staying safe			different cultures			opinions given and		
extremism.	HWB		of others for age			explores issues			and identities.			importance of		
			appropriate projects.			encountered as a						viewpoint and		
Art			Year 8 :			teenager and how one			Film & Media			expression in all		
Use creativity and			Environmental issues			keeps a balance and			Studies			working.		
imagination			 students research 	WW		safe actions in these			Again,	WW	Yr 11			
Year 7: Expressing			and respond to			settings.	Rel	Ongoing	representation is a		HT1	ASDAN		
emotions and feelings			environmental issues			-			key aspect of			Year 10 : Human	WW	HT1
through Art.			in their art work			Art	ww		study in both			Rights		
Year 8: Look at			GCSE: Art projects			Year 7/8: Group work in			subjects. In the			-		
experiences and values			explore moral issues			all units			new specification			DT		
of cultures around the			e.g. perception of			Year 9: Looking at			we study 2 South			Working together in	Rel	Ongoing
world – japan.			teenagers, racism,	WW	Ongoing	identity through			African films			groups so negotiating	ww	
Year 9: Identity projects			social media	HMW	0 0	contemporary art –	HWB	Ht 1/2	dealing with			and resolving		
in Art.		HT1	perception of			understanding the		,	apartheid issues			difficulties. Give each		
	HWB		beauty.			viewpoints of others.			, (District 9 & Tsotsi)			other constructive		
forms from artists									and a 1950s studio			and positive feedback		
around the world and			Computing/Creative	ww	HT1	Computing/Creative			film set against the			as a matter of course		
			iMedia		_	iMedia			backdrop of					
how this relates to													1	1
how this relates to themselves and their		HT1	Year 10 Adherence			Students explore ideas,			colonialism (King			English		

beliefs as a sense of			codes of practice,			whilst interpreting a	Rel		Tsotsi is a non-			Selection of texts		
expression.	HWB		especially in regard			project brief and	HWB		English Language			such as Animal Farm,		
			to use of the			creating promotional			film.			Hangman and war		
DT	WW	Ongoing	Internet,			material						poetry that consider		
Reflection and creativity		0 0	acknowledging									the historical		
,			sources and	HWB	HT3	KS3 - we discuss social						development of a		
			copyright.			media and implications			Geography:			democratic society.		
English and Drama						to individuals and			Across KS3 and 4,	ww	Ongoing	Issues such as		
Religious beliefs			Discuss Computer			groups. We explore			we look at the			patriotism and duty.		
(particularly Biblical			Science technologies			issues such as			diversity of			Other texts explore		
teaching), e.g. Romeo			while considering:			cyberbullying,	WW	Ongoing	immigrants to the			issues such as social		
and Juliet, Jane Eyre, A	HWB	Ongoing	ethical, legal,			identifying fake news,			British Isles (since			poverty and		
Christmas Carol explored	WW		cultural,			online behavior, social			the Celts until			exploitations of		
as part of understanding			environmental and	HWB	Ongoing	media.	Rel		today) and			others, and the effect		
of texts. Many			privacy issues.	WW					recognize the			this has on society.		
opportunities to write	Rel	KS4				DT			positive imapcts			Also texts are studied		
creatively	WW		Students consider			Moral and social issues			the different			that explore the		
poetry/prose/drama.			the impact of age,			– bag for life, fairtrade,			groups have had			changing role and		
			gender and disability			ethical sourcing etc.	Rel	Ongoing	on things like			status of women		
In Drama students			on individual			Group projects are	WW		language, food,			historically but also		
explore and interpret			choices/use of digital			undertaken in all year			place names,			linking to British		
practically family, peer			devices	HWB	Ongoing	groups across the			music and			values today.		
pressure and feelings.				WW		school			employment.				WW	HT 3-4
			DT						Year 9 and 11			Film & Media Studies		
French			Ethical choices with			English			students also			Unit 2 of the new		
Exploring how languages			regard to			Group and whole class			study the impacts			Film Studies		
	Rel	Ongoing	manufacturing,			discussion on sensitive			that cultural			specification includes		
of cultures and faiths.			supply and human			issues with focus on			change has had			the study of a British		
			impact of any			respecting viewpoints			both in China and			film. We have chosen		
Year 9 : Students made			product.		<u> </u>	of others.			then globally.			Submarine, which		
aware of religious				HWB	Ongoing	Research into issues			11.4			gives the students		
celebrations from French			Tu allah	Rel		that students feel			History	14/14/	1174	opportunity to reflect		
speaking countries.			English	WW		strongly about, having			Y7: Islamic	WW	HT4	on the construction		
Year9: Routine of a Catholic child – values,			Discussion based on stimulus texts			to consider the view point of others.			Civilisations			of representation of		
family, spiritual			around			Texts chosen to explore			(contrast achievements			Britishness, youth, family and identity.		
	ww	HT3	morality/ethics –			tolerance and	Rel	Ongoing	centred around a			family and identity.		
Year10: Understanding	~~~~	піз	links between texts			understanding e.g. The	Rei	Ungoing	look at the			History	ww	HT5
different faiths in			and own social			Curious Incident of the			intellectual-capital			Y7 : Magna Carta	~~~~	111.5
France, from Catholic to			surrounding.			Dog in the Night time.			Baghdad, and a			Y8: the emergence of	ww	HT4
	WW	HT3	Discussion on			The Cay, An inspector			comparison of			a Constitutional		1114
issues of racism.		1115	changing moral	Rel	Ongoing	•			Saladdin with King			Monarchy. Contrast		
issues of rulism.			values	ww	ongoing	cuns.	ww	Y 10 :	Richard.			with revolutionary		
Geography:						French		HT6				France.	ww	HT2
	WW	HT6	Film & Media			Students consider the		Y11 :	Y8: Can empires	ww	HT6	Y9: Universal		
acceptance for other			Studies			different forms of		HT2	be justified?			suffrage: importance,		
faiths and beliefs in units			In discussing film			address and through						consequences, and		
such as 'Who we are' in			genre/ narrative we			this etiquette in both				ww	HT ½	the best way to		
			are discussing				1			1		achieve it. Home	1	1

developed in Geography			character motivation			their own and a foreign			Y 10 : Impact of			Front: Examining the		
Passport Milestone and			and audience			languages.			church on medical			'Blitz Spirit' notion as		
Our Connections.			engagement through			Year10/11:			history	Rel	HT 5/6	a British value/myth.		
			a moral lens. The			Understanding issues of				WW			WW	HT4
History			students also have to			immigration and			Y10: Nazism- the			Y10: Contrast of		
Y7: Black Death			construct their own			employment in France.			opposite of			British and Weimar		
Pre-scientific	WW	HT1	film in a fashion that			Work on French			modern British			democracy		
superstitious world-			leads us to support &			suburbs outside main			values			(proportional		
views in the			engage with the			cities and foreign social				WW	As	representation)	WW	HT2-3
past/present			characters. They			and political issues.	WW	Ongoing			needed	Y11: Course includes		
Y7: Church/state			consider the morality			KS4 students are able to			Exchange rates			impact of		
relations in the Middle			of characters in	WW	Yr 9	talk about what they do			and foreign			communism and one		
Ages			doing so.		Yr 11	to support their local			currency.			party state on		
Y8: The Reformation and	HWB	HT6				community and how			Understanding of			political and social life		
birth of the CoE						they get involved in			historical			in the Eastern bloc		
Y10: Nazis and the			Geography:			charity work.			exploration and			compared to		
church	WW	HT5	Issues surrounding						discovery of			democracy in the		
Y11 : Elizabethan			the themes of global			Film & Media Studies			modern			West.		
Reformation	WW	HT1	warming, child			Social context is a huge			mathematical					
			labour, exploitation			part of both examined			concepts.			RE	WW	HT2
	WW	HT6	of workers and the			units in the new Film				WW	HT 5/6	Y 9 - Truetube clip to		
	WW	HT4/5	ethics of shopping			Studies specification.			MFL		HT1	provoke discussion		
Maths			are examined during	WW	Ongoing	Representation is a key			Y 7 & Y 11 : Study			about extremism in		
Religious symbols –			our globalization			issue for both Film &			of education,			the 21 st Century		
symmetry meaning,			units in Year 9 and			Media Studies. We have			house and home			Islam.		
tessellations, sequences			KS4.			explored social			in French speaking	WW	HT2		WW	Ongoing
and golden ratio						groupings, assumptions			countries.			Tolerance and		
	WW	Ongoing	International			and stereotypes in each			Burkina Faso study			understanding of		
Music			development and aid			assessment. The	WW	Ongoing	in Year 9			religions and cultures		
Year 8: Indian music –			is also examined in			students have a chance			understanding of			is emphasized in all		
explore how this is			the context of should	Rel	HT1	to reflect on the			poverty.			RE lessons		
linked to Hinduism and			the UK be assisting?			representation of youth			Exploring the				WW	Yr 7 –
Sikhism, Performance						and how we see			values, tolerance			Law and democracy		HT6
relates to stay of						ourselves represented			and racism within	WW	HT6	are explicitly taught		Y10-
creation of a particular	WW	HT1	History			in Media texts			different cultures	HWB		in the focusing on		HT1
"Raja" which means			Y9: Black peoples of						and languages.			justice units		Y11 -
mood or spiritual event.			the Americas-			Geography			Year 9 Food and	WW	Ongoing			HT4/5
Year 8 : African music –			understanding the			Throughout KS3 and			healthy lifestyles					
how the drums relate to			roots of 21 st century			KS4, we study							WW	Ongoing
spirituality			racism in the USA.	Rel	HT5-6	settlements, city zones			Introduction of			Study of the impact		
			Contrasting the	WW		and social inequalities.			Spanish at KS3			of Sources of		
			peaceful response of			Looking at the reasons			gives students an			Authority on		
RE	WW	HT3	MLK with that of			behind the differences			awareness of			individuals		
Study of three major			Malcolm X			found. Topics include:			another culture.				WW	Ongoing
religions (Christianity,			Y10: Nazism- what			social inequality in			Students form			Impact of Christianity		
Sikhism, Buddhism			happens if the law			Bristol, Squatter	WW	HT3	links between			on UK life and history		
&Islam), looking at			itself becomes			Settlements around the			languages and			i.e. law;		
aspects of a further six in			rotten. When is it			world from East Brazil			cultures.	WW	HT1			
aspects of a further six in														

awareness is taught		Y 7:	law? (Christian			development gap,			Music			
throughout	WW	HT2 &5	response: Bonhoffer			tourism, rich world			Year 8: Indian			
		Y 8 :	etc)			poor world and Ghana.	ww	HT4	music – master to			ł
Y 7 – Pray Space in		HT1, 2,3	Yr 11 – Cold War :						student tradition;			l
January		Yr 9:	ethics of the nuclear	ww	Ongoing	History	ww	HT ½	religious use of			
Impact of mindfulness in		HT2	Arms Race		0000	Y7: Did feudalism work?			music; respect of			
Buddhism		···· _				How did the Normans			different	ww	НТЗ	l
	HWB	HT1	Maths			keep control, and what	ww	HT2/3	instruments as			
-	Rel		Consideration of bias			are the pros and cons of		, •	sacred			
am I? ?" including my			and interpretation of			this style of rule?			Year 8: African			
. .	ww	HT3,4,5	statistics for different			Magna Carta (limits)			music culture and			
Year 9, ethical and		-, ,-	audiences and			Y9: Capitalism v			identity links to			
theological issues such			impact. Population			Communism			, music. West			
as why God allows			density, exponential			Y10: Changing influence			African traditions			
suffering and other			growth and human	Rel	Ongoing	of the Church on			and music,			
_	ww	HT3	impact.			Medicine and Health			particularly how			
Regular opportunities to						Y11: Why is it hard to	Rel	Ongoing	drumming is used	WW	HT5	
	ww	HT4/5	PE			evaluate			for communication			
experience and feelings			Team games			Communism/Cold War			within tribes.			
	WW	HT2; 4	(invasion games)			impartially? The issues			Year 8: Blues			
suffering.			Pupils are taught the			of democracy versus			music – explore			
Yr 8 : Opportunities to			skills and techniques			dictatorship			the slave trade			
study and learn from			required to perform						and links from			
other cultures			with consistency in a						West African			
throughout e.g. Tourist			team environment.			PE/Drama			music to music	WW	HT1	
and Pilgrim, Guide to a			The ability to work			Expectations when			from Deep South –			
Gurdwara. Visit to			with others to			working as a team, with	Rel	HT 1/2	Blues – Jazz –			
Gurdwara			achieve a common	WW	KS4 RE	a variety of abilities.	HWB		Modern Pop.			
			purpose.	Rel		Roles and			Year 9 – Reggae			
Many opportunities for						responsibilities when			music, including			
00	WW	KS4	RE			working towards a to			Rastafarian			
identity work in year 9.			Year 9 – Relationship			performance.			influence – looking			
			with the						back to the African			
GCSE RE – Focuses on			environment	WW	HT4				tradition of their			
core spiritual beliefs of			Year 10 and 11 Full			PSHE+	WW	KS4	slave ancestors			
Christians and Jews –			Course for all			Group withdrawn from			GCSE: Indian			
looking at core concepts			students in			the curriculum in Year7	Rel	HT5	music, African			
such as the nature of			Year10/11: this			for transition			Music, Celtic			
God as omnipotent, just,			includes Christian			development of social			Fusion, Scottish			
loving, triune and			and Jewish			skills and self-esteem.			Folk music fused			
creator; the life of Jesus			perspectives on						with western pop			
from incarnation to			relationships and			DF			influences. Also,			
crucifixion to			family (sexuality,			RE			jazz and samba	WW	Ongoing	
resurrection and			marriage, divorce,			Moral issues are						
ascension. Also the			family life, gender			studied throughout	ww	Ongoing				
significance of Jesus' life			discrimination;			Short and Full Course	Rel		PE			
and death through study			religion peace and conflict (nuclear			lessons. In Year 8 students study the			Olympic legacy unit – link with			
of salvation, atonement,												

and beliefs about life			warfare, pacifism			Cathedral and consider	Olympic and	
and death	WW	HT5	and just war).			forgiveness and	Paralympic events	
		_	Full Course students			reconciliation in the	Pupils learn about	
Trips and visits allow			study ethical issues			context of studying the	some Olympic	
insight into spiritual life			such as crime and			story of Jesus.	sports, such a	
of believers eg Sizewell			punishment,			Diverse viewpoints	goalball/table	
and the church in Year 7;			environmental issues			permeate lessons.	tennis/blind	
Gurdwara in Year 8;			and wealth and			Students are expected	football and try	
Jewish museum in Y 11			poverty. Students are			to demonstrate	out these skills in	
Jewish museum in TII	ww	HT2	encouraged to offer			tolerance and respect	team situations.	
	~~~~	1112	opinions and give			when studying these.	They learn about	
Science			reasoned, balanced			when studying these.	the individuals and	ww
Year 10 (separate			and supported			Meaningful and	nations involved in	~~~~
			answers to moral			respectful discussions	these activities.	
science) discuss the						are modeled	these activities.	
origins of the universe	ww	V 7	questions. Other				DE	
from a scientific	VV VV	Yr 7	beliefs are also			throughout RE lessons.	RE	
background. This often leads to a discussion		HT1; HT6	analysed			Students are	Diversity is	ww
						encouraged to consider	celebrated	
about the similarities		Yr8 HT6				the impact of one's	regularly in RE and	
and differences between		Yr11	Science			morality on individuals	positive messages	
science and religion.		HT3	All groups of			and on the wider	made about faiths	
Year 10 all students look			students look at the	HWB		society. We assess the	and world views.	
at the origins of life,			ethics of making			strengths and	In Year 8 MLK Day	WW
evolution and Darwinian	WW	HT6	decisions. For			weaknesses of various	students are	
theories, which leads to			example, Year 9 look			moral stances.	encouraged to	
discussion surrounding			at stem cell uses. In	HWB	HT5		suggest	
religious views.			physics they look at				community	
			renewable energy,	WW	HT4		schemes which	
Spanish			nuclear energy and	HWB			reflect the life and	
Year 9 : Customs and			the impact				the teaching of	
festivals celebrated in			developments will				MLK.	
Spain			have on society.				Y8 – Study of the	WW
			Yr 10 - n all sciences				importance of	
			we look at	WW	HT3		equality in both	
			sustainability and the				Sikhism and	
			impact it will have on				Christianity	
			variety of groups,				Y 9 - 21 st Century	WW
			and the decisions we				Islam unit –	
			need to make about				looking at	
			it.				contemporary	
							issues	
			SEN				Learning from and	
			Tackling bullying and				appreciating other	
			social pressure	Rel	Ongoing		cultures and	
				HWB			religions runs	
			Spanish				throughout KS3	
			Yr 11 – Consider				and KS4 e.g. Did	
			Charity and	ww	HT3		Jesus save the	
			Chanty and	~~~~	1115		JUJUJ JUVC LIIC	

		· · · · · · · · · · · · · · · · · · ·
Ongoing		
HT6		
Yr 7 HT2 Yr 8 HT1		
HT1		
HT2		
HT3		

povert	y and essness	different portraits of Jesus.	
	2021/202		
		Science	
		Year 8: Display board in the	
		science corridor to	
		show diversity in	
		science, with alternating themes	
		of disability, race	
		and gender.	
		Current board shows women in	
		science, both	
		historical and	
		current.	

Ethos	Tolerance of different	Theme	Term	Expectation of	Theme	Term	In History	Theme	Term	History lessons		Term	The school positive behaviour	Theme	
	views in a multi-			understanding			understand why			include discussion	WW	Ongoing	management policy enforces our	WW	Ongoing
	denominational school	HWB	Ongoing	different views on	HWB	Ongoing	we might be	WW	Y9: HT 2	of the dangers of			expectations of tolerance and	Rel	
	that is built around	Rel		diverse topics –	Rel		tempted to want		& 4	exaggeration in			equality in a framework with		
	Christian values.	WW		abortion, euthanasia,	WW		more		Y 10 :	our reassessment			clear stages and degrees of		
	Expectation of			use of medical			authoritarian		HT 4-6	of 'cultural			consequence. School staff,		
	tolerance to the views			technology, racism,			governance, and			enemies'.			students, parents and governors		
	and feelings as others			sexism, sexual			the pros/cons of			In Year			support this.		
	through the whole			relationships. The			'dictator envy			10:Includes	WW	HT 4-6			
	school mantra "treat			school creates an					Ongoing	discussion of how			In The News fortnightly tutorial	WW	Ongoing
	others as you would			environment where						British liberal			activity links students to a range		
	wish to be treated".			students are able to			In Music students	Rel		values can also			of relevant news including		
	Consequences of			give their perspective			work to create			themselves be			democracy, human rights,		
	action through a clear			and consider those of			groups			manifest as			scientific developments.		
	and consistently			others.			performances.			intolerance					
	applied principles of						They need to			Year 11 : Cold War	WW	Ht 1-3	History study takes every	ww	Ongoing
	behaviour.			In Art GCSE students	HWB	Ongoing	work together			showing			opportunity to connect with		
		Rel	Ongoing	can explore issues			and resolve			dictatorship and			current affairs (eg. Brexit). What		
	Staff and students are			within their work such			differences of			democracy and an			is good about our political		
	encouraged to be			as Media and Beauty			opinion to create			evaluation of both			system, and why democracy is		
	proud of their faith			and expectations on			a unified			in practice not			the "worst form of government		
	and to practise this in			young people,			performance			theory			apart from all the others"		
	school eg staff			exploring beneath the									(Churchill)		
	attending baptism			surface of looks.											
	services of students;												Student year leaders act as role	Rel	Ongoing
	Soul group; staff			In History students	Rel	Ongoing							models for other students. Their	WW	
	prayer groups; staff			understand why	WW								election by their peers models a		
	being prepared to			victims resort to									democratic process and their		
	pray with students			violence, but the									representation of the school then		
	when appropriate;			consequential vicious									echoes the ethos and		
	Muslim students			circle of perpetuated									expectations of all.		
	having a prayer room			xenophobia. How are											
	and being supported			we ourselves prone to									Student Council –	WW	Meet
	in keeping their			fear-based racism,									representatives are chosen from		half
	festivals and fasts.	Rel	Ongoing	particularly re: Islamic									each tutor group who then meet		termly
		HWB		cultures		Ongoing							in years and as a whole school.		
	Development of the												The School Council are actively		
	chaplaincy role from			In PE students	Rel								involved in an area of whole		
	September 2021 with			consider the roles									school improvement. In 2016-17		
	a Chaplaincy Team			within a team, the									School Council led improvement		
	working with			meaning of fair play									to school site (water fountain)		
	students. This is			and the responsibility									and linked charity fundraising for		
	developing but			of all to ensure this									those less fortunate.		
	currently involving 1:1	Rel	Ongoing	takes place.									In 2019- led to the establishment		
	mentoring, building a	HWB											of the Green Team; decided on		
	secure, quiet space	WW											how to improve the front		
	and providing support												playground		
	for staff														

	Upper and lower school assemblies are centred around Christian themes and offer an opportunity to pray and/or reflect Whole school assemblies include blessing for the whole community by Church leader. Service includes readings, led by students and staff.	HWB Rel t www	Termly										Green Team – To lea environmental chang Assemblies tackle iss tolerance, mutual res liberty. These are led speakers, staff or stu themselves.	e in school ues of spect and by guest	ww	Monthly Ongoing
	In History students develop an understanding of why religious change mattered so much, and how it was often intertwined with politics. Linked with present day Jihadism & other extremism. KS4 languages students build an awareness of Muslim culture in France and French speaking countries.	ww	Ongoing													
Community links (within and beyond school)	Christian faith leaders (Church of England and other Anglican) as well as those from Jewish, Buddhist, Sikh, Humanist and Muslim	ww	Term Christians: Ongoing Other faiths: Bi- annually Ongoing	History Y9: Frank Bright's visit (Holocaust survivor – local resident) Restorative justice sessions after incidents where appropriate. This may include verbal or written apologies by the perpetrator.	Theme Rel WW Rel	Term HT5 Ongoing	Peer mentoring – Year9/10 students working with Year7 to integrate them into the school community/ease transition Older students leading mentoring training and sessions on self-esteem	<b>Theme</b> Rel Rel	Term Years 9- 10 As needed	WW1 Commemorative Art project led by the school and has included contributions from local groups from Dementia Support to History Society. Crow's Hall Country Fayre – the school makes	Theme WW	Term HT	Guest speakers in assembly, PSHE and curriculum settings include: local incumbent, PCSO, local PC, local community groups (Debenham Project). Dr Poulter, our local MP is a visitor to the school. He meets with student groups to	ww	Term As needed As invited	

Community	Visitors from	Theme	Term	History Y9: Frank	Theme	Term	Peer mentoring –	Theme	Term	WW1	Theme	Term
links	Christian faith			Bright's visit	Rel	HT5	Year9/10 students	Rel	Years 9-	Commemorative	WW	ΗТ
(within and	leaders (Church	WW	Christians:	(Holocaust survivor –	WW		working with Year7		10	Art project led by		
beyond	of England and		Ongoing	local resident)			to integrate them			the school and has		
school)	other Anglican) as		Other		Rel	Ongoing	into the school			included		
	well as those		faiths:	Restorative justice			community/ease			contributions from		
	from Jewish,		Bi-	sessions after			transition			local groups from		
	Buddhist, Sikh,		annually	incidents where						Dementia Support		
	Humanist and			appropriate. This may			Older students	Rel	As	to History Society.		
	Muslim			include verbal or			leading mentoring		needed			
	community.	Rel	Ongoing	written apologies by			training and sessions			Crow's Hall		
				the perpetrator.			on self-esteem			Country Fayre –		
					HWB					the school makes		

kimundbay and power of the service and the ser	The Bishop of St			The local PC and	Rel	As	Sports leaders –	Rel	Ongoing	contributions and	ww	As	gather their views and	
Invalue     Invalue     Invalue     Invalue     Normal     Norma	-						•		Ongoing		~~~~		-	
Char of the school and growing schools and growing scho	-				~~~~	neeueu		TIVD				neeueu		
Academy Trutter       www       ongoing       students. Init has included work on the Courty (uns. Subter       www       Notestay week includes arrange of cultural experience.       Notestay week includes arrange of codifice.       Notestay week includes arrange of codifice.       Notestay week includes arrange of codifice.       Notestay includes arrange of codifice.       Notestay week includes arrange of codifice.       Notestay includes				-						iocal event.				
and provides to the school       WW       Ongoing Rel       Ongoing County lines school to work with regularity visit to school to work with to the school       Nogoing Rel       Ongoing Rel       Ongoing Rel       Nogoing Rel       Nogoing R				, .									leauers.	
splittail direction       Rel       Annually       County times, Both school       County times, Both school       Rel       Parage leaders       Rel       County times, Both school       County times, Both school       County times, Both school       County times, Both school       Visits to post 1G       Visits		14/14/	Ongoing				activities.	14/14/	Voor 0	Diversityweek				
I but			Ungoing						rear 9	•				
Image: specific specif		Rei		-				Rei		•				
Bishop of regular violance regular violance backson     WW WW WW regular violance backson     WW WW WW WW WW WWW WWW WWW WWW WWW WWW	to the school.													
Dunwich is a regular Vistor basis     WW     As     Mut evert - blocesan Youth Advisor regular Vistor basis     WW     Bit annually approver basis     WW     Bit annually bit basis       The governing bady represents people involved in the local bady represents people involved i		D.I			D.I.					experience.				
regular visitor to the school       Natt Levett - Diocssin vouth Advisor regular visitor to the school and on cocssion mentors body represents in the local durches gette Charis church       Natt Levett - Diocssin vouth Advisor regular visitor to the school and on cocssion mentors vulneebis tudents.       Natt Levett - Diocssin to the school and on cocssin mentors vulneebis tudents.       Natt Levett - Diocssin tudents vouth churches gette Charis church       Natt Levett - Diocssin tudents vouth vulneebis tudents.       Natt Levett - Diocssin tudents vouth vulneebis tudents.       Natt Levett - Diocssin tudents vouth vulneebis tudents.       Natt Levett - Diocssin vulneebis tudents.       Natt Levett - Diocssin vulneebis tudents.       Natt Levett - Diocssin vulneebis tudents.       Natt Levett - Vulneebis tudents.       Natto All Clusses.       Natto			Ungoing	students and staff.			• •					D.		
the school       New Parally       Note:sam Youth       New Parally       New Parally <td></td> <td>VV VV</td> <td></td> <td></td> <td>нуув</td> <td></td> <td></td> <td></td> <td></td> <td>•</td> <td>VV VV</td> <td></td> <td></td> <td></td>		VV VV			нуув					•	VV VV			
Indegrating       Notion regular visitor       Advisor regular visitor       Notion regular visitor       Notion regular visitor       Student       Notion regular visitor       Student       Notion regular visitor       Notion regular visitore       No	-					needed						annually		
Independent     The good regressing     West and states is a function of the should and states is a foundary of states is foundary of states is a foundary of states is a foundary of state	the school													
body represents in the local churches gethe Chair is church warden at St. Wardy Schurch; New Bates is a Foundation Governor. Even unterpresents warden at St. Wardy Schurch; New Bates is a Foundation Governor. Even unterpresents body to represents body to represe				_			clubs.							
Image: people involved       P       wullerable students.       HWB       Ongoing       vulnruering infrue local charity community charity community charest community charity community charity community cha	0 0							WW						
in the local churches gue churches gue warden at St warden at St wa									applicable		WW			
churches eg the       Chair is church       Nave Hannah, local       is colleagues act as       organisations       WW       WTG         Mary's Church;       Mary's Church; <t< td=""><td></td><td></td><td></td><td>vulnerable students.</td><td>HWB</td><td>Ongoing</td><td>-</td><td></td><td></td><td>bigger picture.</td><td></td><td></td><td></td><td></td></t<>				vulnerable students.	HWB	Ongoing	-			bigger picture.				
Chair is church       warden is church       warden is church       mentors for a small       number of students         Many's Church;       Rev Bates is a       Foundation       National Citizenship       National Citizenship         Governor. Even       during the       WW       As held       workshops arcoss the       Ver 11. many take       Ver 11. many take         Mary Lambwas       on the governing       workshops arcoss the       Ver 10. many take       Ver 11. many take       Ver 11. many take         Mary Lambwas       Mary Lambwas       workshops arcoss the       Ver 10. many take       Ver 11. many take       Ver 11. many take         Mary Lambwas       workshops arcoss the       Ver 10. many take       Ver 11. many take       Ver 11. many take       Ver 11. many take         Mary Lambwas       workshops arcoss the       Ver 10. many take       Ver 11. many take       Ver 11. many take       Ver 11. many take         Mary Lambwas       workshops arcoss the       Ver 10. many take       Ver 11. many take												HT5		
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Foundation       Governor. Even       WW       As held       and visit the school for talks and workshops across the year on self-esteem, meet workshops across the year on self-esteem, moral development.       WWB       WWB       WWB       PWB       Ongoing       WWB       Ongoing       HWB       Ongo														
Governor. Even during the Interregnum, Nev Mary Lamb was on the governing body to represent the church       WW       As held       for talks and workshops across the year on self-steem, drugs awareness and moral development.       Vear 11- many take up this opportunity (Summer Year 12), Students return to school to talk about this work in assemblies.       No       Per sent 1- many take up this opportunity (Summer Year 12), Students return to school to talk about this work in assemblies.       No														
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Mary Lamb was on the governing body to represent the church       w       Annually       drugs awareness and moral development.       Ongoing       Year 12). Students return to school to talk about this work in assemblies.       Ongoing       HWB       Ongoing         Active involvement in diocesean events. School's Annual Cathedral Service - active participants.       WW       Annually       Where identified concerns with- sugent with-being signposting to appropriate organisations and critice frames appropriate organisations and the school, and the school works alongside various football and running clubs to provide and increase attendance.       None in HWB       Image in the school is uses the facilities involvement in incruose football and running clubs to provide and increase attendance.       Image in the school increase attendance.	_	WW	As held	-										
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the church       WW       Annually       Where identified concerns with signosting to appropriate       in assemblies.       Rel         Active involvement in diocesean events. School's Annually       Annually       WM       Annually       PE Sports clubs – Debenham Leisure organisations and       Debenham Leisure centre. The school uses the facilities         Cathedral Service - active participants.       WW       Annually       Mithin school support is organised. This is roludes mental well- being (school       Inked the school, works alongside       Inked the school, and the school       Inked the school, and the school       Inked the school, and the school, includes mental well- being (school       Various football and running clubs to therapist) and employs talk       Intendence.       Intendence.         Textiles involvement in       WW       As       healthy lifestyle choices.       attendance.       Intendence.       Intendence.	on the governing			moral development.			return to school to							
Active involvement in diocesean events. School's Annual Cathedral Service participants.WWAnnually student well-being signosting to appropriate organisations and within school support is organisations and within school support includes mental well- being (school employs talk therapist) and healthy lifestyle church and Cathedral.WWAs as neededPE Sports clubs – Debenham Leisure Centre. The school uses the facilities includes mental well- being (school employs talk therapist) and healthy lifestyle choices.PE Sports clubs – Debenham Leisure Centre. The school uses the facilities and the school and the school employs talk therapist) and healthy lifestyle choices.PE Sports clubs – Debenham Leisure Centre. The school uses the facilities provide and increase attendance.PE Sports clubs – Debenham Leisure Centre. The school uses the facilities provide and increase attendance.PE Sports clubs – Debenham Leisure Centre. The school uses the facilities provide and increase attendance.PE Sports clubs – Debenham Leisure Centre. The school uses the facilities provide and increase attendance.PE Sports clubs – Debenham Leisure centre.PE Sports clubs – <br< td=""><td>body to represent</td><td></td><td></td><td></td><td></td><td></td><td>talk about this work</td><td>HWB</td><td>Ongoing</td><td></td><td></td><td></td><td></td><td></td></br<>	body to represent						talk about this work	HWB	Ongoing					
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involvement in       diocesean events.       signposting to       papropriate       Debenham Leisure       Centre. The school         School's Annual       Cathedral Service       wW       Annually       organisations and       uses the facilities         - active       - active       participants.       wW       Annually       includes mental well-       includes mental well-       works alongside         exhibitions in       art/textiles at       wW       As       healthy lifestyle       running clubs to       provide and increase         Cathedral.       WW       As       healthy lifestyle       attendance.       includes wental well-       includes wental well-         rextiles at       running clubs to       provide and increase       attendance.       includes wental well-       provide and increase       includes wental well-       include		WW	Annually	concerns with										
diocesean events. School's Annual Cathedral Service - active participants. Exhibitions in art/textiles at Church and Cathedral. Textiles involvement in	Active			student well-being			PE Sports clubs –							
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Cathedral Service - active participants.WWAnnually within school support is organised. This includes mental well- being (school employs talk therapist) and healthy lifestyle cathedral.Inked the school, and the school works alongside various football and running clubs to provide and increase attendance.Inked the school, and the school works alongside various football and running clubs to provide and increase attendance.Inked the school, and the school, works alongside various football and running clubs to provide and increase attendance.Inked the school, and the school, works alongside various football and running clubs to provide and increase attendance.Inked the school, and the school, works alongside various football and running clubs to provide and increase attendance.Inked the school, and the school, works alongside various football and running clubs to provide and increase attendance.Inked the school, and the school, works alongside various football and running clubs to provide and increase attendance.Inked the school, works alongside various football and running clubs to provide and increase attendance.Inked the school, and the school, works alongside various football and running clubs to provide and increase attendance.Inked the school, and the school, and the school, works alongside various football and running clubs to provide and increase attendance.Inked the school, and the school, attendance.Inked the school, and the	diocesean events.			appropriate			Centre. The school							
<ul> <li>- active participants.</li> <li>Exhibitions in art/textiles at Church and Church and Cathedral.</li> <li>Textiles involvement in</li> <li>WW As needed</li> <li>Is organised. This includes mental well-being (school employs talk therapist) and healthy lifestyle choices.</li> <li>Textiles involvement in</li> </ul>	School's Annual			organisations and			uses the facilities							
participants.participants.Exhibitions in art/textiles at Church and Cathedral.wWWAs neededincludes mental well- being (school employs talk therapist) and healthy lifestyle choices.works alongside various football and running clubs to provide and increase attendance.works alongside various football and running clubs to provide and increase attendance.modelTextiles involvement inwWWAs neededhealthy lifestyle choices.healthy lifestyle choices. </td <td>Cathedral Service</td> <td>WW</td> <td>Annually</td> <td>within school support</td> <td></td> <td></td> <td>linked the school,</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	Cathedral Service	WW	Annually	within school support			linked the school,							
Exhibitions in art/textiles at Church and Cathedral.       ww       As As needed       being (school employs talk therapist) and healthy lifestyle choices.       various football and running clubs to provide and increase attendance.       Image: Complex talk therapist) and therapist) and therapist) and healthy lifestyle choices.       Image: Complex talk therapist) and therapist) and healthy lifestyle choices.       Image: Complex talk therapist) and therapist) a	– active			is organised. This			and the school							
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art/textiles at Church and Cathedral.       WW       As healthy lifestyle choices.       therapist) and healthy lifestyle choices.       provide and increase attendance.       Image: Chirch and states attendance.       Image: Chirch and states attendance. <t< td=""><td>Exhibitions in</td><td></td><td></td><td>employs talk</td><td></td><td></td><td>running clubs to</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>	Exhibitions in			employs talk			running clubs to							
Church and Cathedral.       WW       As needed       healthy lifestyle choices.       attendance.         Textiles involvement in	art/textiles at						U U							
Cathedral.       needed       choices.         Textiles       involvement in		ww	As				•							
Textiles involvement in														
involvement in														
involvement in	Textiles													

	decoration at The Mix, Stowmarket.														
	Attendance at St Edmundsbury Cathedral for school based events														
Trips and events	Prayspace week – advent annual week of reflection for the whole school. Encourages	HWB Rel	Annually	Year Y10: Germany Study Tour Understand how easily racism can be institutionalized, and how devastating are	ww	HT6	Parental workshops on e-safety and healthy body: healthy mind. School talk-therapist	HWB Rel HWB	HT2 Ongoing	Dutch Link with high achieving school. Students visit our school, take part in lessons and link	ww	HT4	History Y9: Trip to Ypres, to consider the effectiveness or medicine and surgery on the Western Front.	ww	HT5
	deeper personal thinking and awareness of self.			the consequences Year10: RE - Marriage	Rel	HT3-4	to explore emotional development of			with our students. French –			Elected School Council members meet at lunchtime	ww	Ongoing
	Year7 visit to St Mary's Church	ww	HT1	ceremonies to understand vows and commitment; family			individual students. Trip to the Houses	ww	Bi Annually	Year 8 – Assembly promoting the study of a	ww	HT3	provide a vehicle for student voice and opportunity for those		
	Year7 spiritual reflection trip to	ww	HT6	life and responsibilities within families			of Parliament – Student Council	HWB	Annually	language Year 8 – Penpals with French			who wish to take representative roles.		
	Sizewell Hall Year7/8	ww	HT2				Activities week – allows students to experience new	Rel WW	HT6	students Year 9 Social Media Exchange –	ww	Ongoing	BREXIT vote: in school voting and debates.	ww	As needed
	Remembrance Service at St Mary's Church	ww					activities and build relationships in a different social			students stay within families and experience life in	ww	HT3	Mock Elections as appropriate		
	All school Carol		HT2				setting.	WW	HT6	another country.			appropriate		
	service at St Mary's Church	ww	HT6				Year7: Bushcraft experience – teamwork activity	Rel		Spanish Year 10-11 - Spanish immersion					
	Year 8 visit to Coventry – multi- cultural faith and						for whole year group. Challenges boundaries and			trip Residential trips	ww	HT1			
	worship Year10/11 trips to	ww	Y 10 : HT6 Y11 : HT3				build cooperative skills.	ww	As needed	abroad: France, Germany, Iceland.	ww	HT6			
	Colchester (Judaism) and Germany	ww					Visiting artists (adult and Year 12 students) – gaining			French Play for KS3 and KS4 linguists					
	(Judaism) Diversity week:		Bi annually				understanding from the experiences of others.	Rel	Planned	Art gallery exhibitions; Year	ww	HT4			
	Belief carousel for Year 8 which							ww	over two years	10 art day – exploring and					

included	World Challenge –	celebrating culture	
Humanism,	Opportunity to	through art; Year WW	Yr 10 –
	voulunteer and lead	<b>C</b>	HT2
Buddhism, Islam		11 art trips,	
and Christianity.	a community	contemporary and	Yr 11 -
	project. Need to	historical.	HT1
	work as a team.		
		Diversity week – WW	Bi
		includes a range of	annually
		opportunities to	
		experience, learn	
		and understand	
		those from	
		different groups.	
		Building tolerance,	
		broadening	
		knowledge and	
		experience	
		(especially in a rural mainly WBR	
		community).	
		included	
		workshops and	
		student	
		presentation on	
		belief, disability,	
		radicalisation and	
		travelling	
		community.	
		Year 7: Author visit	
		ww	HT1
		Year 10/11 ASDAN	
		group trip to	
		London theatre – WW	HT5
		often an	
		experience that	
		these students	
		would never	
		experience.	
		experience.	
		Voor 10/11 theatre	
		Year 10/11 theatre	
		trips WW	As
			needed
		World Challenge –	
		To promote WW	Every
		respect and then	two
		celebrate and	years
		understand/accept	
		another culture.	

Extra-	Soul club	Rel	Weekly	House structure			Form challenges –	Rel	Ongoing	Many creative		Weekly	Understanding of the	WW	As
curricular	(Christian Union)	HWB	meenty	allows for inter-house	Rel	Ongoing	across year groups.	WW	Checking	clubs – art,	Rel	Weekty	election process		needed
opportunities		WW		friendly competitive	WW	0.00.00	Team activities that			textiles, knitting.			(during general		
	which follow a			events to foster			cover a range of						election)		
	thematic			healthy competition			activities.			Numerous music	Rel	Weekly			
	approach. Recent			and the spirit of fair						clubs and	WW	,			
	themes include			play.			Achievement			performances.					
	bullying,			. ,			assemblies:	HWB	Annually						
	faithfulness and						recognition of		in HT6	Drama clubs and	Rel	Twice a			
	thankfulness.			3 whole school			achievement			performances.	ww	year			
	Each sessions			charity weeks.			(academic and								
	involves			Charities chosen by			otherwise) through								
	discussions,			the students		Y8 & 9:	Year assemblies;								
	videos, teaching,			following	WW	HT2	Summer Awards								
	crafts and prayer.			presentations and		Y10 &	Evening; Sports								
	The group are			democratic choice.		11 : HT3	Awards								
	planning to			Information on the		Υ7:									
	promote Reverse			chosen charity and		HT6	Student leadership								
	Advent calendars			the reason for			structure: Head	WW	Annually						
	across the school			support as well as			Boy/Girl, prefects								
	in 2019 –			organisation of			and year leaders.								
	collecting items			events led by			Use at key events,								
	for local			students throughout			with governors,								
	foodbanks.			the week.			visitors and parents.								
							Also, Language								
							Leaders in Year 9;								
							Peer Mentors in								
							Years 9 and 10;								
							Form Reps and Student Council								
							leaders; Sports								
							Leaders and House								
							Captains								
							Captains								
							Praise and reward	HWB	Ongoing						
							culture for		ongoing						
							participation and								
							engagement.								
							Revision clubs – in	HWB	HT3-5						
							many subjects open-								
							house and equality								
							of provision across								
							teachers.								

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