



NOWER HILL HIGH SCHOOL

SPIRITUALITY – a position statement

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We aim to facilitate spiritual development – to provide opportunities for students to develop in a more holistic way. We want to help students to:

- Express themselves with confidence
- Develop emotional intelligence
- Consider and respect others
- Be creative
- Be reflective
- Be mature and responsible
- Be prepared for an active role in a global society
- Reflect on values and use their knowledge to become critical thinkers
- Find and live meaningful lives
- Be spiritually aware and develop tolerance and respect for alternative viewpoints to their own

What is Spirituality in a School context?

- A child's or a person's internal narrative and how they make sense of this world.
- A natural product of the teaching process, an integral part of teaching and learning. Students who learn for enjoyment and development of the self.
- The ways in which a subject area prompts thought.
- As a school, getting students to think about the needs and priority of others compared to their own needs.
- Feeling inspired by a member of staff.
- Having a sense of wonder about the reason and purpose of existence.
- Being amazed by new information and knowledge.
- Shock, feelings of astonishment and awe about life.
- Ways of getting students to really reflect on who they are and to consider what matters most.
- Challenging students to think outside themselves and to see things from different perspectives.
- Laying a foundation for future thinking.
- Very much to do with our collective ethos as a school and building a sense of community. Students living by these standards and putting these values into action.

What Spirituality is not

- A two second 'close your eyes' (it is on-going and continuous).
- Forced.
- Contrived.
- Tokenistic.

How reflection can be encouraged in Nower Hill students

The minds and hopes we help to shape will continue to develop as spiritual beings for their whole lives. How students develop later will be influenced by what they experience now. Any ways in which we manage to get students to stop and think and grasp the true significance and impact of their lives and their education is putting spiritual development into action. As staff we do need to think about the kind of people our students are becoming. In turn we must consider carefully how we facilitate and give opportunities for spiritual reflection and development within and outside our whole school community. Students do have opportunity at NHHS to develop confidence in their own abilities, appreciate other people's abilities and they do learn how to work well together as a community. Our students do need to be equipped with the necessary spirituality and skills that will allow them to make independent judgements about what is of lasting value to them so they can go on and make their contribution to the world we live in.

Whole School Aspects of Spiritual Development

Spiritual development can happen when students have opportunities to:

- Develop self-respect by reflecting on their thoughts, feelings, emotions, responsibilities and experiences.
- Recognise and appreciate their individual identity.
- Talk about their experiences and realise that these are important.
- Value their personal achievements.
- Think about personal potential and set targets for the future.
- Reflect on priorities in life.

Whole School Aspects of Spiritual Development (continued)

- Think about feelings of non-material well-being.
- Be curious, ask questions and listen to a range of different answers.
- Be excited about learning and life.
- Make connections between learning and day to day experience.
- Express a sense of awe, wonder and mystery, e.g. about the natural world or human achievement.
- Develop relationships, recognising the value and worth of each individual.
- Develop a sense of community.
- Reflect on values, such as trust, honesty, generosity, kindness and integrity.
- Reflect on the implications of choices and decisions.
- Think about how other people feel.
- Understand what has inspired people and what inspires them.
- Share beliefs, by having an appreciation that people have individual and shared beliefs on which they base their lives and developing understanding of how beliefs contribute to personal identity.
- Experience feelings of transcendence, which may give rise to belief in the existence of a divine being or the belief that one's inner resources provide the ability to rise above everyday experiences.
- Search for meaning and purpose in life, by asking questions about good and evil, beauty and truth, justice and injustice, hardship and suffering.
- Be creative, e.g. expressing thoughts and feelings through art, music, drama, writing, poetry, crafts. Exercise the imagination, inspiration, intuition and insight.
- Express feelings and emotions through talking, writing and creative work and respond to the feelings of others.

Ofsted May 2012

“Students demonstrate their social and moral conscience by supporting those less fortunate than themselves with links to schools in Tanzania and children in Zimbabwe. The daily act of collective worship is respectfully observed in the form of a silent reflection covering topics suggested by students themselves. Tolerance and respect for others are key elements of the culture of the school and these are reinforced through assemblies, during tutorial sessions and across the curriculum. Students are very proud of, and committed to, their multi-cultural school community, as shown by their participation in activities ranging from school plays and concerts to multi-cultural festivals and environmental awareness.”

Students who are developing spiritually are likely to be developing some or all of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour;
- an awareness and understanding of their own and others' beliefs;
- a respect for themselves and for others;
- a sense of empathy with others, concern and compassion;
- an increasing ability to reflect and learn from this reflection;
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs;
- a readiness to challenge all that would constrain the human spirit [*e.g. poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism, homophobia and other forms of discrimination*];
- an appreciation of the intangible [*e.g. beauty, truth, love, goodness, order*] as well as for mystery, paradox and ambiguity;
- a respect for insight as well as for knowledge and reason;
- an expressive and/or creative impulse;
- an ability to think in terms of the 'whole' [*e.g. concepts such as harmony, interdependence, scale, perspective*];
- an understanding of feelings and emotions, and their likely impact.

Schools that are encouraging students' spiritual development are, therefore, likely to be:

- giving students the opportunity to explore values and beliefs, including religious beliefs, and the way they affect peoples' lives;
- encouraging students to explore and develop what animates themselves and others;
- encouraging students to reflect and learn from reflection;
- giving students the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful;
- developing a climate or ethos within which all students can grow and flourish, respect others and be respected;
- accommodating difference and respecting the integrity of individuals;
- promoting teaching styles which:
 - value students' questions and give them space for their own thought, ideas and concerns;
 - enable students to make connections between aspects of their learning;
 - encourage students to relate their learning to a wider frame of reference [*e.g. asking 'why?', 'how?' and 'where?' as well as 'what?'*];
- monitoring, in simple, pragmatic ways, the success of what is provided.

Daily Minute of Silent Reflection

Silent Reflection takes place during every assembly and also during every morning Form Tutor registration sessions. Form tutors may choose to link the daily minute of reflection to the weekly theme from the assembly rota, or they could devise their own rota to include tutees making contributions using an inspirational image, quotation or story.

ART

- Discuss with students how they can explore their and others identity through art. Talk about art being a window for the soul.
- Discuss how we can express through art our own personal view of the world and how we feel about it.
- Discuss how we can express ourselves through shapes, colours and textures.
- Devise tasks that will help students to confront issues through art e.g. gender bias and racism.
- Talk about the way that artists use pattern and colour.
- Investigate what we can learn about people's feelings, lifestyles, values and beliefs through their art.
- Create opportunities for students to explain what they were conveying through art and for others in the class to ask questions about it.
- Create opportunities for students to express appreciation and understanding of others' work.
- Discuss how an atmosphere can be created through art.
- Discuss the effect of art on everyday life.

ASSEMBLIES

While Nower Hill is not a denominational school, we believe that religious concepts and events should not be forgotten. Assemblies at Nower Hill are an opportunity to remind students of the school's ethos and provide a chance for students to learn and reflect upon the wider community and the impact individuals or groups of people can have on local and global societies. Through assemblies the diversity of religious faith within the school is represented and the themes explored during this time are a reflection of the respect and continued awareness of the school community's cultural and spiritual traditions.

Assemblies are also an opportunity to promote the cultural development of students. We take the opportunity during assemblies to help students to understand and appreciate a range of different cultures both within school and further afield as an essential element of their preparation for life in modern Britain. We also take the opportunity through both assemblies and Citizenship to promote knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

- Contribute to the ethos of the school as a strong community which values the rights of each individual and celebrates cultural diversity.
- Provide an opportunity for reflection on a variety of themes and festivals identified on the termly Assembly plan.
- Incorporate time for silent reflection.
- Are deliberately non-faith specific to ensure they are inclusive. No students are absented.
- Are delivered by a wide range of people including visitors and students.
- Value achievement through praise and encouragement as well as many awards presentations.
- Provide an opportunity to reflect on values including honesty, integrity, trust and consideration for others.
- Present positive and inspirational role models e.g. Martin Luther King.
- Provide an opportunity to reflect on the values and experiences of others in order to broaden their perspectives.
- Encourage active contributions from students, increasing their sense of self-worth.
- Enable students to reflect on significant historical or current events.
- Provide opportunities to challenge prejudice and bigotry.
- May use music, photographs and other artistic forms for inspiration or mood.

REGISTRATION

- Theme for the week is identified in the half termly Pastoral programme drawn up by Year Co-ordinators.
- A daily time of silent reflection, which may be linked to the weekly theme, a current event, an issue of immediate and relevant concern.
- Issues are often discussed within the form e.g. consideration of others.
- Provide opportunities to celebrate achievement.
- Provide opportunities to celebrate each other's beliefs.
- Contribute strongly to the sense of community.

Themes

New Beginnings Education and Life

School Ethos

Developing Good Relationships

Being a Good Citizen

Harvest Festival

School and Community

Responsibilities

Living a Rewarding Life

Care and Caring

Making Sacrifices

The Good Things in Life

Living by a Moral Code

Celebrations

The Meaning Behind Christmas

New Beginnings and Creation

Judging Others

Making Sacrifices

Prejudice

Personal Qualities

Choices and Decisions

Communication

Living in a Global Community

Dealing with issues of Inequality

Respecting Yourself

Respecting the Experience of Others

Exercising your Conscience

Freedom and Responsibility

Taking Individual Responsibility

Caring for Others

Being the best you can be

Being Human

Having values to live by

Making the most of opportunities

What makes life worth living?

Reviewing the year, assessing your conduct and promoting self-reflection

BUSINESS

- Encourage students to work with each other, listen to each other's ideas and treat them with respect.
- Create opportunities for students to consider their attitudes and values and those of other people.
- Encourage students to look at the wider community and how different cultures can work together.
- Explore the social and economic costs of the choices we make and how this may affect others around us.
- Encourage students to work together in groups, giving them the opportunity to listen to each others opinions.
- Encourage students to consider the implications of their wants and needs on others who live with inequality on a day to day basis and the ethical issues behind this.
- Students are encouraged to consider how the government influences the choices they make and the ability they have to fulfil their own needs and desires
- Explore the impact of businesses today on the day to day lives of our families and relationships
- Students given the opportunity to understand how they fit into the national economic system and the impact that their actions have on the economy as a whole.
- Students develop an understanding of the personal qualities and strengths required to set up and run a business and the some of the personal sacrifices that have to be made in order to gain rewards.
- Explore the moral and ethical issues behind the techniques and strategies used by businesses – are we being exploited?

CHILD DEVELOPMENT AND CARE

- Cognitive and language development combine to help children express their thoughts and to develop reading and writing and problem-solving skills. Enabling them to interact positively with the world.
- Emotional development helps children to develop secure attachments, enabling positive social relationships and friendships to evolve.
- Social development helps children to develop language through playing with others and interacting with adults. Sharing and taking turns are key skills in a child's development.
- Children's development can be positively influenced by adults in early years settings and that the lack of adult support may lead to delays in development. Learners must be able to recognise why some forms of adult support are age/stage appropriate and be expected to suggest appropriate age/ stage support.
- Children can develop at varying rates in different areas of development. They must know the usual sequence and the characteristics of each child development milestone from birth up to eight years.
- The nature of play is that it is enjoyable and motivating for children of all ages. It is used in early years settings to support children's development. Children at different ages/stages of development have different play needs as this is essential in providing play that ensures that children are sufficiently challenged, are engaged, find play enjoyable and learn new skills
- The importance of providing a range of different play opportunities to ensure that children learn a range of skills across each of the areas of development (physical, cognitive, language and communication development, emotional and social). The importance of early years settings providing different play opportunities according to the age/stage of the child.
- Inclusive practice is the way in which children and their families are valued and support is given regardless of age, disability, race, background, gender or lifestyle in order that children and their families can benefit from the services and opportunities available.
- Early years settings ensure that children and their families are respected and valued and how children's unique needs can be met, allowing all children to be included and supported.
- The value of a healthy balanced diet to the overall wellbeing and development of a child.

CITIZENSHIP AND PSHE

PSHE and Citizenship play a central role at Nower Hill in underpinning students' spiritual development and reinforcing the school ethos. In Citizenship in particular, we help children to understand the democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain.

Both subjects have at their core the aim of encouraging students to become independent and open minded within a secure and supportive school environment.

- We foster positive self-esteem by valuing the contributions of all students and encourage them to value the views of others.
- Through active Citizenship we engender a sense of responsibility and care for others within the school and the wider community.
- By focussing on our multi-cultural society and investigating the causes of bullying and racism we aim to counter the negative forces of prejudice and discrimination with tolerance, understanding and a celebration of our cultural diversity.
- Through debate and discussion, we aim to create open, questioning minds and a life-long love of learning.
- We encourage students to question influences on them and promote skills associated with assertiveness and co-operation.
- We explore issues facing our society which have a deeply spiritual dimension, such as the role of religion and beliefs and Human Rights.
- We raise awareness of the qualitative aspects of life which have great value but which cannot be measured quantifiably: love, respect, wonder, faith, beauty, trust.
- Through interaction we develop the communication skills which will enable students to become articulate adults capable of making a difference to their own life and that of others.
- We aim to foster a desire to get involved, to promote motivation and involvement as an antidote to apathy.

CLASSICS & ORACY

To support the development of students' spirituality Nower Hill's Classics department strives to:

- provide students with a supportive and safe learning environment which fosters mutual respect and in which the department's positive encouragement of experimentation enables students to take risks with their own ideas
- provide challenging and stimulating materials and activities about aspects of the classical world such as the awesome power of nature as demonstrated on October 24 A.D. 79 with the eruption of Mount Vesuvius and the ruins of Pompeii as a moment caught in time, and so to engender in students a love of learning and a sense of curiosity about their own lives and the world around them
- deal sensitively with the Romans' and Greeks' attitude of and give voice to disadvantaged groups, in particular to enslaved people and women, to help students consider their own and others' views of fairness and equality and their own roles as active citizens
- provide students with the opportunities to read and appreciate classical texts in the original or translation, and critically engage with traditional course textbooks which may challenge their expected views and encourage them to read more widely to broaden their perspective on the diversity of the Roman Empire, and the society in which they live.
- organise extra-curricular activities which provide opportunities for students to gain a sense of awe and wonder at the artistic and archaeological achievements of the ancient Romans and Greeks, and an appreciation not only of their continuing legacy, but also of the legacy of all our ancestors
- provide students with the opportunity to reflect on their individual progress through self-assessments at regular intervals each year and to support them in meeting their targets
- enable students to contribute towards and participate in a variety of paired and group activities so they can gain the benefits of learning from, working with and supporting their peers
- draw on and value students' own religious and cultural backgrounds to compare them with the religious practices of the Romans, the Greeks and the Egyptians to foster an understanding of the variety of their views and an appreciation of viewpoints very different from students' own
- provide students with the opportunity to discuss and write about their own views of morality within the context of Greek and Roman literature and social mores, e.g. the very different marriage practices of Greeks in Athens and Sparta; attitudes to women, etc
- to explore ancient storytelling and the role of guiding forces and how they affect the lives of the characters; to discuss students' attitudes to the role of spirituality in their everyday lives.
- introduce the concept of Roman and Greek rites of passage in order to help students understand how different cultures today appreciate and wonder at the miracle of the cycle of life and death
- Develop students' awareness of how spoken language can be used to argue, persuade, discuss and communicate through public speaking and formal debates.
- Focus on the importance of recitation of literary texts in formal situations using voice, gesture and intonation to conveying meaning during activities in Oracy lessons.

COMPUTER SCIENCE AND ICT

The aim is to develop, maintain and stimulate students' curiosity, interest and enjoyment. Computing is creative as well as functional. The faculty aims to teach it in a meaningful context whilst providing opportunities for the students to use their skills creatively through problem solving and investigation.

We allow children to express their views and feelings within a common set of standards. The areas where spirituality links in Computer studies are:

- To develop students' understanding of Computing in its widest context and to see how it relates to themselves outside school.
- To understand how ICT can help individuals and communities in making life more interesting, enjoyable and rewarding.
- To understand how ICT can impact family and social life both positively and negatively.
- To understand how ICT can impact society and the environment.
- Be mature and responsible in their use of ICT to ensure their own safety and the safety of others.
- Be mindful of political and religious ideas when developing computer systems.
- Develop thoughtfulness of people who may have limited access to ICT as a result of poverty or disability.
- Thinking about the needs and priority of others in relation to Computing and ICT.
- To develop a range of personal qualities such as perseverance, concern for others, initiative and independence.
- To enable all students to have equal access to ICT and to experience success in their work.
- To develop the skills required to work as part of a team including the consideration and respect of other people's ideas.
- To allow students to develop transferable skills.
- To use ICT and the internet to help make sense of the world.
- Encouraging students to developing a sense of community both within school, and the wider world.

CURRICULUM ENRICHMENT AND STUDY PLUS

In order to support students' spirituality, the Inclusion Faculty provides lessons which aim to:

- Develop increasing levels of self-confidence and self-respect by reflecting on personal experiences in autobiographical work and in discussions. Growth Mindset is encouraged and In Year 9 explored explicitly through a Unit based on Richard Bransons 'Screw it .Just Do it'.
- Develop mutual respect and tolerance by acquiring listening skills in small group work and class debates.
- Experiment with roles in leadership within small groups, thus also building confidence and self-esteem.
- Make connections between world events and their own experiences: encourage students to discuss their involvement in situations occurring in other countries.
- Encourage students to empathise with others: 'hot seat' and role-play characters from texts, including real-life autobiographies in order to engage with serious world events. Students also undertake empathetic writing and predictive writing.
- Lead students to think critically and develop both sides of an argument through participating actively in debates, for example, in the scheme of work on Alex Wheatle's 'Uprising'. Students who use Achieve 3000 also develop critical argument skills.
- Encourage students with EAL to support and care for other new arrivals to the UK by drawing on their own experiences and helping with language acquisition.

The Inclusion Faculty Department also encourages students and staff to:

- Highlight and celebrate religious festivals through a range of annual events, such as Black History Month workshops and activities and Global Education Day.
- Promote equality and tolerance in lessons through teaching students about issues such as racism, homophobia and cyber-bullying.

DANCE

- Discuss with students how they can explore themselves through dance.
- Discuss how we can express through dance our own personal view of the world and how we feel about it.
- Discuss how we can express ourselves through movement, working relationships and accompaniment.
- Talk about the way that choreographers express themselves through themes and performance.
- Investigate what we can learn about people's feelings, lifestyles, values and beliefs through their dance.
- Use plenary sessions for students to explain what they were conveying through dance and for others in the class to ask questions about it.
- Create opportunities for students to express appreciation and understanding of others' work.
- Understanding and subsequently learning to respect the values and beliefs of other people and culture.
- Development of sensitivity in dealing with the emotions of others.
- Learning to co-operate with and respect others.
- Development of a reflective ethos.
- Recognition of the value of individuality.
- Development of the ability to listen to and understand others.
- Development of the ability to work co-operatively towards a shared goal.

DESIGN AND TECHNOLOGY

- Endorse and practice resourcefulness.
- Have an understanding of where materials come from.
- Encourage students to consider the sustainability of products.
- Being aware of how our choices as consumers have a wider impact.
- Promote a sense of community by designing and making for others.
- Explore new and emerging technologies and the impact of our pupils future.
- Reflect on how items have been or will be used in a social/historical/geographical context.
- Discuss how technology has and is changing society and people's lives for better / worse.
- Have an understanding of how we consume products and how this effects our environment.
- Experiencing being absorbed in a task of creating an object of purpose and beauty.
- Discuss the benefits of design and making products for people with specific needs.
- Take into account the needs of people from different backgrounds and beliefs when designing products – by implementing inclusive designs and dishes.
- Teaching the importance of being resilient when problem solving.
- Encourage students to take responsibility for the use of resources for their own products.
- Appreciate how culture influences design choice.
- Encourage independence and respect in the workshop.
- Encourage respect for equipment – being mindful with health and safety.
- Development of life skills.
- Knowing the value non-finite natural resources and investigating alternatives.

DRAMA

As a learning **process** drama contributes to the development of spirituality in a number of ways.

Listed below are the possible outcomes from a well-designed drama syllabus.

- Understanding of different cultures.
- Development of empathy through analysing the lives of others.
- Understanding of the implications of decisions made through history.
- Learning to respect the values and beliefs of other people and culture.
- Development of sensitivity in dealing with the emotions of others.
- Learning to co-operate with and respect others.
- Development of a reflective ethos.
- Understanding of prejudice.
- Recognition of the value of individuality.
- Making a connection between school and the outside world.
- Recognising the importance of individual experience.
- Understanding that not all riches are material.
- Development of an emotional vocabulary.
- Development of the ability to listen to and understand others.
- Development of the ability to work co-operatively towards a shared goal.

ECONOMICS

- Understand the nature of uncompetitive behaviour between firms and the implications of such behaviour on society, so that as a consumer, students will be able to make informed and ethical decisions.
- Understand how and why firms may choose to carry out their function in an unethical manner, and the possible consequences of such behaviour on society. Develop awareness in students of how they can effectively oppose such actions as an individual.
- Appreciate the impact of both positive and negative externalities on society. Ensure that students are in receipt of information that will allow them to reduce their personal contribution to negative externalities and encourage consumption of merit goods.
- Understand the nature and extent of income/wealth inequality, both within the UK and globally. Encourage understanding and support for policies to reduce inequality and alleviate poverty.
- Develop awareness of quality of life issues apart from income and encourage students to value such issues equally.
- Appreciate the need for sound provision of social welfare within a society.
- Appreciate the need for responsible credit creation within society and the consequences of excessive credit on the stability of both the economy and personal lives.
- Understand the implications of excessive greed on society.
- Understand the consequences of unemployment on individuals and the economy as a whole. Instil in students the importance of a sound work ethic.
- Appreciate the implications on society of the different economic systems. Understand that the benefits of free market enterprise are not always reaped by the poorest/weakest individuals within an economy.
- Develop a global awareness of the importance of allocating resources both fairly and efficiently. Understand what is meant by opportunity cost and the severity of such costs on some members of the global community.
- Appreciate the need for government intervention to correct market failures and protect citizens from the actions of firms that fail to take responsibility for the costs they impose on society.

ENGLISH & LITERACY

When English, literacy and Oracy are taught they can cover all aspects of spiritual development. For example:

- Develop self-respect: ensure that all students talk about their experiences or thoughts on a regular basis and are given opportunities to participate.
- Reflect on priorities in life by thinking about choice and self-sacrifice in stories and literature. Encourage students to compare these with everyday situations.
- Be curious, ask questions and listen to a range of different answers: ask students to predict how a story will unfold. 'Hot seat' characters and ask them questions. Ask students what more they would like to know about a character.
- Be excited about learning and life: discuss enjoyment of stories and books. Ask students to describe a favourite book or passage. Use drama and role-play to enhance literary understanding and to act out real life situations.
- Make connections between learning and day to day experience: ask students to talk about times when they have been involved in situations like a story or passage of literature or experienced similar feelings.
- Express a sense of awe, wonder and mystery e.g. about the natural world or human achievement: ask students to identify passages in stories when characters were amazed and what amazed them. Discuss what amazes us.
- Develop relationships: ask students to look out for good and bad relationships in stories. Ask them to define what is worthwhile about fictional characters and what makes them good or bad friends.
- Think about values: 'Hot seat' a character in a story and ask her/him what they think is important in life. Create opportunities for students to talk or write about values.
- Think about the implications of choices and decisions: ask students to look out for the consequences of choices and decisions in a story or literature. Ask what they might have done in similar circumstances. Discuss the circumstances of actions in everyday life.
- Think about how other people feel: ask students to role play a fictional character and portray the feelings. Discuss when students have experienced similar feelings.
- Understand what has inspired people and what inspires them. Ask why fictional characters behave as they do. What has influenced or motivated them? Have students been similarly inspired or motivated?
- Share beliefs: everyone writes anonymously something that they believe (about anything). Read the contributions and discuss whether or not this belief could be proved. Discuss why people might believe what cannot be proved.
- Experience feelings of transcendence. Ask students to describe one of the most memorable moments of their life (in writing or orally). Discuss what made the moment memorable. Do people have any souvenirs of the experience, e.g. photos or videos?
- Search for meaning and purpose: discuss aspects of happiness, unhappiness, suffering and death in the media, literature or poetry. Talk about how or why they happened. Could things have been any different? Should they have been?
- Be creative: exercise imagination, inspiration and insight in creative writing or poetry.

- Express feelings and emotions in writing. Imagine what fictional characters might have thought about injustice or treachery.
- We encourage: reflection; empathising; questioning/challenging; hypothesising; sharing of cultural 'takes' on issues; challenging of opinions/viewpoints; the significance of words and their power; the liberating effect of being able to read, write and speak well; analysis; sharing; taking risks with words/ideas.

FOOD STUDIES

- Appreciate how culture influences food choice.
- Have an understanding of where ingredients come from.
- Encourage students to consider the sustainability of ingredients and how they impact the environment
- Encourage students to explore their own culture and others through food
- Encourage creativity through developing skills, dishes and menus
- Develop practical life skills through preparation and cooking of food
- Develop an understanding of nutrition, diet and good health and understand the importance of looking after their own bodies and wellbeing.
- Learn to appreciate and value the work of others
- Encourage independence and respect in the kitchens
- Understand how income can affect food choice and food availability
- Look into how seasonality and local produce can affect carbon footprint

GEOGRAPHY

- Encourage students to work with each other, listen to each other's ideas and treat them with respect.
- Create opportunities for students to consider their attitudes and values and those of other people.
- Take time to reflect on the beauty and wonder of creation. Wonder at the great span of time in which the world was created.
- Encourage students to develop a respect for the environment and to evaluate their own and others' effect or impact on it.
- Discuss the responsibility of human beings for sustainable development of earth's resources.
- Take time to reflect on the interdependence of human beings and communities, e.g. through commerce, trade and ideas.
- Use every opportunity for students to articulate their own observations and to describe their experiences, e.g. of travel.
- Use homework opportunities for students to collect geographical evidence from their families e.g. in photographs and videos.
- To reflect on priorities for world, self, communities etc.
- To appreciate role of different communities and different values in the world – eg. respecting the lives of indigenous peoples in the tropical rainforest.
- To consider values of justice and injustice, fairness and treatment of others.
- Discussion of global issues e.g. inequality and evaluation of individual's/different group's roles in tackling them.
- The individuals place in the world.

GOVERNMENT AND POLITICS

- Build relationships founded on mutual respect.
- Foster a classroom climate which celebrates risk-taking and creative and critical thinking.
- Develop in students an interest in the world around them.
- Encourage students to investigate how society works and why it might be.
- Develop the skills of debate, discussion and argument.
- Practice and refine the skills of analysis and evaluation.
- Explore the idea that in politics there are no simple 'rights' and 'wrongs'.
- Guide students to think for themselves; to develop their own views rather than accepting the views of others.
- Consider values such as justice, fairness, freedom and equality.
- Provide opportunities for students to probe different political theories and concepts.
- Cultivate a sense of 'active citizenship'.

HISTORY

- Help students to develop a sense of their own identity through tracing their own and their family history in the context of what was happening in Britain, Europe and the world.
- Introduce students to an understanding of what is involved in understanding and interpreting the past.
- Discuss how the past has an effect on our own lives.
- Help students to reflect on the experiences of people in the past and discuss why they acted as they did.
- Discuss why we do what we do today.
- Help students to develop respect for all people and cultures.
- Discuss how people in the past changed the society in which they lived and how they did this.
- Involve students in an imaginative expression of what it was like to live in a different age. Discuss what is common about human beings over time, i.e. value systems.
- Invite older people to the class to share their experiences of past times.
- Develop students' interest and involvement in history through visits and artefacts.
- Emphasise the strengths of individuals and groups to maintain integrity in the face of persecution, injustice and death. Talk about people who were willing to give up their lives in pursuit of higher goals.
- To consider the reactions of groups of people in the face of adversity – how groups have protested.
- Influence of the Human Spirit to change society and react against unfairness and injustice.
- Art as historical evidence.
- Art that inspires students to think about symbolism and significant events.
- To actively learn from choices and decisions made throughout history and the implication of these on everyday lives.
- To consider how politics and governments influence world events and create changes.
- To consider what is best and of lasting value for societies.
- As a consequence of dealing with sources as historical evidence, to become more comfortable with uncertainty.

MATHS AND NUMERACY

Aims

To develop, maintain and stimulate students' curiosity, interest and enjoyment in mathematics.

- To develop students' familiarity with appropriate mathematical concepts, principles, methods and vocabulary.
- To develop students' understanding of mathematics in its widest context and to see how it relates to themselves outside school.
- To enable students to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.
- To enable independent and group work for all students.
- To enable all students to have equal access to mathematics and to experience success in their work.
- To allow students to develop transferable skills and informed opinions about their mathematics and to be able to support them by reasonable arguments.

Objectives

These objectives relate directly to show how the aims are actually put into practice.

1. Mathematics is creative as well as functional. The faculty aims to teach in a meaningful context whilst providing opportunities for the students to use their skills creatively through problem solving and investigation.
2. Each teacher endeavours to provide a variety of experiences and activities during a lesson if possible, e.g. practical work, observation, talking and listening, reflection, reading and writing. It is believed that to actively involve the students in their learning will help to foster independent thinking and informed planning.
3. The faculty uses praise and informed assessment to encourage students to work to their full potential and to experience a sense of achievement.
4. Teachers help students to identify the relationships between different aspects of mathematics to help stimulate curiosity and interest.

MEDIA STUDIES

- Discuss with students how they can explore themselves through Media studies.
- Discuss how we can express through Media studies our own personal view of the world and how we feel about it.
- Devise tasks that will help students to confront issues through Media studies e.g. gender bias and racism.
- Investigate what we can learn about people's feelings, lifestyles, values and beliefs through media studies.
- Use plenary sessions for students to explain what they were conveying through Media and for others in the class to ask questions about it.
- Create opportunities for students to express appreciation and understanding of others' work.
- Discuss how an atmosphere can be created through different forms of Media.
- Create varied possibilities for students to use media in class, school and inter-school groups.
- Discuss how an atmosphere can be created through different media presentations.
- Discuss the effect of Media on everyday life.
- Discuss how personal circumstances can influence Media.
- To explore the representations of different groups of people, exploring stereotypes and audience readings.
- To explore the idea of "fake news" and truthful reporting – encouraging students to become active Media users.
- To openly discuss controversial topics depicted in the Media in a sensitive manner.
- To develop a sense of self and how this is impacted on by social media.
- To look at Media Dependency and its impact on how we view the world.
- Create opportunities for students to explain what they were conveying through Media and for others in the class to ask questions about it.
- Create opportunities for students to express appreciation and understanding of others' work.

MODERN FOREIGN LANGUAGES

- Talk about the value of communicating in the language of a country one is visiting.
- Discuss the lifestyles and culture of people across the world who speak the language; share own experiences and lifestyle by sharing details of one's interest and family.
- Encourage students to discuss how words and language can sound beautiful and express ideas in different ways.
- Discuss how one can begin to express one's ideas and attitudes in another language.
- Talk about how a text in another language can give deeper insight into meaning. At A-Level, discuss characters' motivations and attitudes in relation to the set book and film.
- To have an understanding and acceptance of other languages, cultures and way of life.
- To have a deeper appreciation and understanding of one's own language, achieved through translation, comparisons and considering derivations.

MUSIC

- Create varied possibilities for students to make music in class, school and inter-school groups.
- Talk about the expression of ideas, beauty, different moods through improvisation and composition. Give hints of the infinite possibilities.
- Discuss how an atmosphere can be created through sound.
- Discuss the effect of music on everyday life.
- Create an occasion and give real value to performance. Encourage students to explain what they were conveying through their improvisations and compositions. Let the listeners express what they heard through the music.
- Discuss the satisfaction that comes from composing and making music and the joy that comes through hearing it.
- Discuss how personal circumstances can influence music (e.g. Slaves & Blues and Jazz music).
- Support for other students when they are performing – sense of teamwork and respect.
- Learn to appreciate and value the work that others have done.
- Value the rights of composers and artists through copyright – morals within music.
- Discuss how it can sometimes be difficult to express emotions and meanings through words, but it can be easier to express your feelings through composing or performing music.

PHILOSOPHY, RELIGION AND ETHICS

- All students from Year 7 – 10 have one hour's non-examined PRE lesson each week. This course allows all students to explore a range of moral and spiritual lines of enquiry. For example, the place of a wide range of religious movements in our society today, philosophical questions about free will and ethical issues such as conflict.
- PRE GCSE and A Level specifications are underpinned by content and skills related to spirituality. The topics cover beliefs, practices and philosophical and ethical themes which are studied from a range of perspectives and which students are required to use to for personal conclusions about the concepts explored.

Through PRE, all students gain experience of:

- Linking religious concepts explored when 'learning about religion' with their everyday experience, e.g. if you are thinking about forgiveness ask about times when students have been forgiven.
- Reflecting on and sharing their experiences, e.g. of religious understanding, functions and celebrations.
- Responding to open questions that will allow students to describe and explain their experiences. E.g. does anyone know what this picture is about? Does anyone know what these people are doing?
- Talking about themselves: their names, families, likes, dislikes, favourite places, special objects, membership of groups, how they spend their time, feelings, values, matters of personal concern, beliefs.
- Listening to what others say about themselves and discussing how everyone is different. E.g discussions of ethical issues such as rights of personal freedom and expression.
- Time to reflect on the world around them, the environment and students' experiences of places of beauty and meaning.
- Considering the responsibility of each person and to the environment. Discussing religious and philosophical questions related to the meaning of life and experiences which take people beyond the realms of the every-day.
- Meeting visitors and asking them questions about their lifestyles, beliefs and values. Going on trips to places of worship, events such as the Holocaust Memorial Day trip and residential trips to places of spiritual significance e.g war graves in Belgium.
- Finding meaning and understanding about life individually.
- Considering sources of inspiration for life i.e. beliefs/people/actions/choices and what is of greatest value in life for the individual and others.
- Appreciation of the beliefs and experiences of others.
- Developing skills of evaluation and consider complexity of issues faced by humans.

PSYCHOLOGY

- Students are given the opportunity for self-exploration through analysing their own contexts in relation to theories and perspectives studied.
- At all times the importance of ethics are stressed, and an open forum is created in the classroom, in which there is a safe space for students to explore contentious issues.
- All students are encouraged to participate actively in debates within the classroom, therefore developing confidence and empathic skills which may be transferred to real life situations.
- Students receive guidance throughout the completion of practical investigations, ensuring that a high standard of ethical guidelines is followed throughout.

Specific reference is made throughout the A Level syllabus to spiritual, moral, social and cultural issues as follows:

Yr 12:

- Social Psychology addresses a number of social issues such as prejudice and discrimination.
- Biological psychology explores the question “Are Criminals born or made?” and introduces the nature vs nurture debate.

Yr 13:

- The options units at A Level examine a number of moral issues, most particularly Child Psychology and the debate regarding who should be the primary caregiver for a child and which type of childcare is the most efficient. It further explores the debate over whether women should return to the workplace following the birth of a child and the role of a father within the family.
- The Clinical Psychology unit questions the definition of abnormal and the success of relevant treatment and therapies for a variety of mental illnesses. It also explores the cultural differences in willingness to seek diagnosis of mental health conditions and the reasons behind this.
- There is a culmination of studies which would encompass all aspects of spiritual, moral, social and cultural considerations. An example of this would be the nature / nurture debate.

SCIENCE

The science faculty consists of colleagues from several ethnic and faith backgrounds. This is a strength of the faculty and promotes variety and mutual understanding.

Spirituality, morality and the impact of science education are embedded in the curriculum. Major science issues such as cloning, G-M food, contraception and population management naturally call upon rational questioning from every angle.

Colleagues are sensitive to the feelings, moral and spiritual needs of the students. We call upon the belief structures of the staff, students and their families as we analyse science impacts and demands on life as a whole. We must not be afraid of allowing the students to see a religious/moral side to our own lives and that this is a driving force behind how we as adults think, make decisions and interpret the world of science. Only by being good adult role models can we hope to engender an environment where students feel confident to develop their own spirituality.

Acknowledging religious festivals and discussing them in science lessons is a good way of showing empathy with different faiths. The fasting of Ramadan is an excellent opportunity to discuss dietary needs and the need of plenty of water.

Learners should be given the opportunity to appreciate the nature and conduct of science as well as the social, ethical and moral values that underpin scientific developments and knowledge. Learners should be presented with exciting stimuli to promote creative, imaginative, questioning and emotive responses. Teachers' questions and plans can promote curiosity, awe and further questions.

- Life Processes (human)

Think about the human life cycle. Did I exist before I was born?

What makes me?

Skeleton. Wow!

How long are the intestines?

How many heart beats to a minute? In a day? In a week? In a month? In a year?

Respect and care for our bodies.

- Life Processes (animal)

What is needed to sustain life?

What are the different needs of plants, animals and humans?

Look at small creatures under a microscope.

Respect for living things (animals).

Respect for the environment of animals.

Responsibility to care for the environment and use resources wisely.

The role of animals in science experiments.

Animals and captivity. Is it right?

- Life Processes (plants)

Wonder at dandelion heads, sticky burrs.

Write a diary, a poem or create a cartoon about seed germination.

Think about the lifecycles of plants and compare with human and animal lifecycles.

What are the needs of plants compared to animals?

If we cut a flower is it still alive?

Wonder of celery/daffodil changing in a pot of coloured water.

Why do leaves turn brown?

How/why does a plant move towards the light?

How do roots know how to grow?

How do plants smash rocks?

Wow! This tree is 100 years old?

Wonder of plants under the microscope.

Observe changes in plants with the seasons.

- Materials (rocks)

Open up crystal nodules.

Explore molten rock, coal and fossils. Look at patterns. Think about origins.

Why are soils found in places away from the parent rock?

Fossils and rocks/buried treasure (precious metals, gems, oil).

- Materials (water)

Wonder in an ice balloon and an iceberg.

Evaporation. Where does the water go when a puddle dries up?

Water condensing on a cool surface.

Where has the salt gone when it has dissolved?

Why does ice melt more quickly in water?

A rainbow.

How essential is water for life? Where does water come from?

Water in religious festivals.

Water cycle – drought.

- Materials (changes)

Wonder in a burning candle and a clay pot before and after firing.

The effect of adding water to custard powder, cooking cakes.

The effect of yeast in making bread.

Making plaster and modroc models when the plaster feels warm as it begins to set.

Crystals grown from a solution.

Reversible reactions.

Energy released during chemical changes.

- Electricity

Wonder and satisfaction of a bulb lighting up and a motor working.

What we can't see.

Why is electricity dangerous?

Where is the power in a battery? Why do we need a circuit?

What is lightening and what are its effects?

Why do clothes crackle?

Why does hair stick out when brushed?

Why wasn't electricity invented earlier?

What would our home/school/society be like without it?

- Forces

Invisible forces.

Magnets. Electro magnets. Compasses.

Gravity. Air resistance. Seed dispersal.

What would happen if there was not gravity?

Friction. Sledging. Skating.

Positive and negative effects of friction.

- Sound

We can't see it. Where is it coming from? How does it travel?

How do we hear? What does hearing do for us?

Compare our hearing to different animals.

What are pleasant/unpleasant sounds? What do we do as a result of warning sounds?

Sounds from instruments, birds, voices.

The effect of sounds through different materials e.g. glass to wall, through air or water.

- Light

Where does light come from?

Do we need light? Is it dangerous?

The wonder of candles, prisms, eyes.

Have our eyes evolved?

Can you ever see yourself as you really are?

Mirror reflection. In what way is it not you?

Can creatures survive in dark places?

Feelings about light, colours etc.

Light in religious festivals.

- Earth and Beyond

Wonder of earth from space. Are we important in the context of space? If the earth slowed down would we live longer/sleep longer? What would happen to our days and seasons? What would happen to hibernating creatures? How would the earth's orbit of the sun be affected? The wonder of tides pulled by the moon. Space travel. Are we alone? Where did we all come from?

SOCIOLOGY

- Create opportunities for students to consider their attitudes and values and those of other people.
- Develop an understanding of identity and how this is formed in a multicultural society
- Reflect on the role and value of education and the choices and decisions that affect the lives of students
- Consider the challenges to society and how and why these exist
- Encourage students to look at the wider community and how different cultures can work together.
- Students are encouraged to consider how the government influences the choices they make and the ability they have to fulfil their own needs and desires
- Develop in students an interest in the world around them.
- Encourage students to investigate how society works and how it might be.
- Develop the skills of debate, discussion and argument.
- Help students to develop respect for all people and cultures.

SPORTS STUDIES

- In the context of P.E. discuss what the human body is capable of.
- Encourage students to improve on their previous best and set themselves targets.
- Encourage students to keep a record of their progress so they can trace their development over time.
- Discuss and appreciate the expressive quality of movement.
- Discuss what makes good paired and team co-operation in PE.
- Discuss examples of effective team co-operation.
- Discuss how values and attitudes in sport can affect a game or activity.