



The
Westminster
School



SHaLT Policy 2018/2019

Safe Happy and Learning Together

Building foundations and providing opportunities to create confident, aspirational and independent members of our community.

Approved by Governing Body on: 07/02/19

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Date of Review:

07/02/21

Safe, Happy and Learning Together

SMSC at The Westminster School

“Building foundations and providing opportunities to create confident, aspirational and independent members of our community”

At The Westminster School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

In order to personalise the SMSC agenda the school has worked to remap SMSC and embed it into the values statement (see Appendix 1). At The Westminster School SMSC is known as Safe, Happy and Learning Together (SHaLT) and is provided in formal and informal settings which permeates every aspect of the school life. Although there are many ways of interpreting the terms Spiritual, Moral, Social and Cultural (SMSC) development, this policy adopts the definitions and guidance of the Department for Education (DfE) in the form of SHaLT. This rebranding and remapping of SMSC into SHaLT provides a way that pupils at The Westminster School can understand and engage with.

Development of SHaLT is an inherent part of the way we work and is integrated into the fabric of the school. It is embedded in the culture of the school, modelled by staff and pupils throughout the day, taught in discrete SRE/RE/SHaLT lessons and is recognised and celebrated alongside academic achievement. As the School values the agenda of SHaLT so highly we have dedicated several lessons each week to this cause. This allows a more discrete approach to SHaLT and will cover a range of topics such as eSafety, LGBT Awareness, Remembrance, Recognising Emotions, and other themes that allow the SHaLT strands to be mapped and evidenced.

The School has a House Structure with nominated House Captains, voted in during an annual democratic election, and Heads of Houses (staff members) to support the direction of the House. Weekly Class Assemblies are conducted each half term and focus and reflect on the key SHaLT themes of the term. Pupils are able to earn House Points throughout the year and contribute to their respective Houses by participating in a range of house activities.

Guidelines for the implementation of SHaLT

- All curriculum pathways have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum and demonstrated through SHaLT references within the plans. Each of the SHaLT strands are referenced within the subject schemes of work and medium term plans, where appropriate.
- Teachers plan through SOW and MTP for SHaLT to ensure it is woven into the fabric of classroom culture.
- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- The School's behaviour policy is administered fairly and consistently.
- The School community is a place where pupils can find acceptance for themselves as unique individuals and where forgiveness, the opportunity to reflect and then start again is fundamental to the ethos of the school. Pupils are supported to learn and show that they understand the difference between right and wrong in as far as their actions affect other people. They are encouraged to value themselves and others. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.
- All curriculum pathways should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning and purchasing decisions.

General Aims of SHaLT at The Westminster School

- To ensure that everyone associated with the school is aware of our values, values statement and principles that underpin these.
- To ensure a consistent approach to the delivery of SHaLT (SMSC) issues through the curriculum and the everyday life of the school.
- To ensure that a pupil's education is set within a real life context that is meaningful, purposeful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why - Linking to British values.
- To give every pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To support pupils to recognise and develop an understanding of their individual and group identity.
- To support pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our diverse community and wider society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To increase wellbeing and positive mental health, and give the pupils opportunities to explore this.

Spiritual Development

Mapped within the SHaLT curriculum as strands L2, L3, L4, and T1.

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical, reflective and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Spiritual development is personal and unique to each individual. It is about the meaning in life, truth and developing a set of core values. It includes imagination, inspiration and creativity and it also covers an awareness of self-identify and self-worth.

The Westminster School promotes spiritual development as part of pupils' personal development through:

- The School Values "Safe, Happy and Learning" the ethos of the school values, attitudes and expectations
- The School Rewards and Behaviour Management system
- Religious Education
- All subjects of the curriculum
- Whole-School Assemblies.
- Opportunities for reflection on aspects of their lives
- Wonder and respects for the natural world and human achievement

Moral Development

Mapped within the SHaLT strands as S1, S2, and H1.

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

The school has a positive behaviour policy where appropriate behaviour is modelled, promoted, rewarded and celebrated through the House points and Sleuth System. Challenging behaviour is dealt with in a fair and consistent way, whilst also considering the needs of the individual, their situation, background, emotional state and cognition. Pupils are encouraged to positively recover their behaviour, however there may be times where sanction needs to be utilised. When this is the case it must be done so in a fair, consistent and transparent way.

The school has a clear set of aims, values and expectations which are shared with parents/carers, staff and pupils including:

- Respecting ourselves, others and our surroundings
- Pupils attend school to learn and let others learn
- Fostering a community of support to allow everyone to achieve
- Respecting the beliefs and practices of others in a multicultural society
- Taking responsibility for one's own actions
- Honesty
- Self-discipline

Social Development

Mapped within the SHaLT strands as T2, T3, H2 and S3.

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Develop skills and personal qualities that celebrate difference that are necessary to live and work together.

The Westminster School's House system allows pupils to work with peers from a range of different year groups and social circles that they would not normally associate with, this is done during Sports day, special events and other curriculum enrichment days. Through SHaLT and The Duke of Edinburgh Award pupils are encouraged to be active citizens by participating in community projects at the local church, local charitable organisations and for initiatives within the school community.

Teachers have the knowledge, understanding and appreciation that social skills are often a natural challenge for some of our pupils and they may need to be taught about society in a way they can understand and appreciate. For example, those who are cognitively more able may need to be taught overtly about society's rules, as they will not necessarily pick up an understanding naturally and appreciate the nuances of society. The Sunshine Room also provides an opportune forum to support and nurture social development.

The school systematically plans for social development of pupils through a range of teaching and learning activities including:

- Play and Communication Sessions
- Classroom organisation and management
- Pupil grouping and opportunities for group work through challenges and thematic learning opportunities
- The school code of conduct
- School drama and music productions
- Residential trips and off-site activities
- Enrichment activities
- School-work/volunteer links
- Extra-curricular activities
- Pupil Leadership opportunities which support pupils in the school community

Cultural Development

Mapped within the SHaLT strands as L1, L5, L6, T4, and T5.

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Develop an understanding of the fundamental British Values that underpin our society.
- Develop an understanding of human rights.

A pupil's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills which link groups together and give people a sense of identity. At The Westminster School we seek to develop in pupils an understanding and awareness of their culture within a multi-cultural society and encourage, which is achieved through a variety of means by:

- Assemblies specifically focused to develop knowledge and understanding of different culture and cultural celebrations.
- Visits to centres of cultural interest (e.g. Churches, Mosques, Temples)
- Extra-curricular activities

Teaching and Organisation

Development in SHaLT will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally - e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc. (for comprehensive list see attached sheet).

Curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation

Provision for SHaLT/SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of planning, pupil work and teaching and learning, by the Senior Leadership Team and TLRs.
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on SDP/SIP.

Collective Worship

Legal Status of Collective Worship

The 1988 Education Reform Act requires that 'All pupils in attendance at a maintained school shall in each day take part in an act of Collective Worship'. The school accepts the legal obligation of this legislation and we seek to keep the spirit of this legislation by providing as many high quality acts of worship as is practically possible.

The law can only dictate that schools must provide a daily act of collective worship. Worship is a response. The opportunity for worship is an invitation but the acceptance or rejection of that invitation is the individual's choice. Acts of Collective Worship at The Westminster School take into account the pupil's ages, aptitudes and family cultural backgrounds. If the integrity of pupils and teachers is to be respected at all times, no assumptions should be made about their personal commitment.

The Aim of Collective Worship at The Westminster School

It is our aim at The Westminster School is that worship should:

- Contribute to the Safe, Happy and Learning Together (SHaLT) development of each child.
- Give expression to, reaffirm and practise the values of the school community.
- Allow reflection and response to the fundamental questions of life and those things that are of eternal concern and value to human beings.
- Celebrate and give thanks for the achievements within the school, local and international community and occasions of significance, including festivals.
- Foster and enable a concern for the needs of others, and recognition of the vulnerability of self and others.
- Provide members of the school community with the opportunity to praise and reach out to 'God' through focused assemblies held by religious figureheads.
- Provide members of the school community with the opportunity to experience stillness and quiet and in turn create space and time for self-reflection.
- Provide members of the school community with the opportunity to respond to religious language and symbolism.
- Provide a foundation for a mature understanding and practise of worship in the future.
- Provide a stimulus that offers a platform where reflection can be built.

Opportunities for Collective Worship in practise at The Westminster School

- Each week there is a theme for 'Collective Worship' or 'Thought for the Week' which acts as the stimulus.
- Each week a different class presents a thought of the week.
- The responsibility of producing the stimulus and themes for Thought of the Week fall to nominated staff members through the assembly cycle (as detailed in the staff handbook, updated each year).
- To provide pupils with variety in their experience of worship this will take the form of a whole-school act of worship for all pupils, by means of 'Thought for the Week' and 2 minute reflection time.
- The communication of the thought of the week is achieved through whole-school assembly, or separate acts of worship for pupils in different class/form groups.
- This stimulus or 'Thought for the Week' is common to the whole school and Tutors are provided with this via email each week. This is further reinforced throughout the school via the networked IPTV screens and in particular the SMSC IPTV Screen situated in the school dining facility. This will provide the details for the thought of the week and images that support the process of reflection.
- At The Westminster School the act of Collective Worship is, primarily, delivered during assemblies on Tuesday, Wednesday and Friday which is also supplemented through smaller acts of worship during morning registration on Monday and Thursday in the form groups.
- All pupils are provided with an opportunity to reflect upon a stimulus provided by the themes of the assemblies, by the Lead Teacher, which are based around the 'Thought of the week'.
- Each Tutor/Teacher is encouraged to adapt the theme to suit the developmental stage of their pupils. The theme is then developed through the use of whole school assemblies meaning that by the end of the week the pupils will have had the opportunity to reflect on the theme from a variety of viewpoints during the celebration assembly. This pattern is flexible and on occasions it is recognised that there may be a need to respond to local or national events.

Appendix 1 - SHaLT Grid

| Evidence Mapping for Safe Happy and Learning Together (SHLT) at The Westminster School | | | |
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| Safe | | | |
| | Curriculum | Activities | Other |
| Safe 1 - S1 | RSE/SHaLT Curriculum in Key Stage 2 to 3. | Form Time and circle time reflections. | Behaviour Policy. |
| SMSC Statement <ul style="list-style-type: none"> ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England (M) | RSE/SHaLT as a discrete subject in KS4 to P16. Year 11 OCN - Relationships Entry Level 3 and Level 1. | Work Experience programme. Intervention programmes coordinated by the Sunshine Room. | Sunshine and Behaviour Recovery. Learning Mentor time. Reflection in and outside the classroom. |
| Pupil Version <ul style="list-style-type: none"> I can say if I think something is right or wrong. I am able to tell people when I have made a good or bad decision. | Science - right and wrong choices scheme. FT/DT - How to follow rules to keep safe. | Preparation for experiments and knowledge of Science safety during Science Lunch time. | The Bottom Line. |
| Safe 2 - S2 | AQA Life Skills Award | Krunch Alternative Provision Programme | Modelling of staff behaviour and expected conduct. |
| SMSC Statement <ul style="list-style-type: none"> understanding of the consequences of their behaviour and actions (M) | Year 11 OCN - Relationships Entry Level 3 and Level 1. | Reflection supported through Assembly and Assembly themes. | Behaviour Policy. Sunshine and Behaviour Recovery. |
| Pupil Version <ul style="list-style-type: none"> I know what will happen if I do something wrong. I am able to say how my behaviour can affect others. | | | Rewards for good work and academic application. |

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| Safe 3 - S3 | Off-site learning activities (Portway, Tesco, Merry Hill - utilising public transport). | Travelling to: work experience, alternative provision, Krunch Life Skills Programme. | Student readiness for transition to college. |
| SMSC Statement <ul style="list-style-type: none"> to provide the skills and knowledge to travel independently and safely in our community. (Social/employability) | Titan Travel Training during form and SHaLT Time. RSE/SHaLT Curriculum for Key Stages 2/3/4. | Vision that all pupils should have their own bus pass to be used in and out of school for independent or supported travel. Travel training programme. | Limited behavioural instances through Sleuth that relate to transport (before and after school coupled with visits). |
| Pupil Version <ul style="list-style-type: none"> I am able to stay safe when I visit places. I know what to do if I have a problem when I am travelling from one place to another. | English Y10 - Planning a Visit Theme (English Entry Level) | Planning an array of off-site educational visit trips. | |
| Safe 4 - S4 | Key Stage 2 and 3 | e-Safety Pupil Champions. | Use of the Sunshine Room. |
| SMSC Statement <ul style="list-style-type: none"> pupils are able to identify people they can talk to and where they can get information from if they are worried about themselves or a friend (mental health) | e-Safety Modules in RSE, ICT and Computing and SHaLT Lessons. SHaLT lessons for Key Stage 2 and 3 Speak Out, Stay Safe NSPCC Pants Rule | e-Safety Pupil advice videos. School Council and House Captain system. Work Experience preparation sessions. Key Experience Keyworker programme. SHaLT Form Time. In School mentor sessions. | Use of Learning Mentor time. Use of Pupil Mentoring. Online safeguarding referral system. |
| Pupil Version <ul style="list-style-type: none"> I can name someone I would talk to if I was worried about something. I can name someone I would talk to if I was worried about a friend. | | | e-Safety record of concern report mechanism. SHaLT Themed Assemblies. |

| Happy | | | |
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| | Curriculum | Activities | Other |
| Happy 1 - H1 | Key Stage 2 and 3 | Whole school assemblies. | Pupil involvement in the creation, implementation and publicity of the school rules. |
| SMSC Statement <ul style="list-style-type: none"> interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues. (M) | RE - visits to places of worship. Experience of other world religions. BTEC - Sustainability Skills Accreditation. Science - Famous Scientists in History. | Expressions of pupil voice through: <ul style="list-style-type: none"> Democratic voting campaign of House Captains, School Council and School Parliament. Pupil consultation events (e.g. after school club opinions sessions) Form time discussions and circle time. Visits from Church and Religious Leaders. | |
| Pupil Version <ul style="list-style-type: none"> I know that when I talk about issues that are important to me, others will listen. I am able to express an opinion about an issue without being judged (I am wrong). I know that it is okay to think differently to others. | | | |
| Happy 2 - H2 | See British Values Grid. | See British Values Grid. | See British Values Grid. |
| SMSC Statement <ul style="list-style-type: none"> acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. (Soc) | SHaLT - British values lessons. Playstars. | | |

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| <p>Pupil version</p> <ul style="list-style-type: none"> • I am allowed a choice/say to what happens to me. • I know that I am treated fairly and the same as everyone else. • I know that there are lot of people who want to help me succeed. • I know that even though everyone is different, we all want to be treated in the same way. • I am allowed to learn new skills and taught how to use them so I can help others. | | | |
| <p>Happy 3 - H3</p> | <p>SHaLT/PE Lessons - ASDAN Personal Development Accreditation.</p> | <p>Extra-curricular activities: Lunch time clubs, After school clubs.</p> | <p>Learning Mentor sessions and particular focus on pupils who need intervention with well-being.</p> |
| <p>SMSC Statement</p> <ul style="list-style-type: none"> • There are activities in the school that focus on well-being. | <p>Personalised Curriculum and timetables.</p> | <p>Rewards system that promotes a range of positive pupil activity.</p> <p>Breakfast Club.</p> | <p>Peer Praise Assemblies.</p> |
| <p>Pupil version</p> <ul style="list-style-type: none"> • I can identify people and activities within school that make me happy and allow me to reflect on my own thinking and happiness. | <p>SHaLT Time within the Curriculum.</p> | | <p>Pupil Oscars.</p> <p>Celebration displays around the school that focus on pupil achievement.</p> |
| Learning | | | |
| <p>Learning 1 - L1</p> | <p>See British Values Grid.</p> | <p>See British Values Grid.</p> | <p>See British Values Grid.</p> |
| <p>SMSC Statement</p> <ul style="list-style-type: none"> • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in | <p>OCN Relationships Entry Level 3</p> <p>History Lessons.</p> | | |

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| continuing to develop Britain (Cult) | SHaLT Assemblies. SHaLT Lessons. | | |
| Pupil Version <ul style="list-style-type: none"> I know my opinion will be valued when i share it in the classroom, in assembly or to my school council member. I have freedom of speech and power to vote when it is required of me | School Council Meetings. | | |
| Learning 2 - L2 | Open College Qualifications - skills and qualities. | Duke of Edinburgh Award Scheme. | Implementation of the School's VIVO reward system. |
| SMSC Statement <ul style="list-style-type: none"> sense of enjoyment and fascination in learning about themselves, others and the world around them (S) | FT - Food Exploration Around the World. | Off-site Learning activities. Cultural visits. Links with Dudley College. | |
| Pupil Version <ul style="list-style-type: none"> I enjoy to learn new things about myself, my peers and others around the world' | | Forest Schools Programme. | |
| Learning 3 - L3 | Art and Textiles Curriculum across the key stages. | Alternative Provision - City and Guild Construction Qualification. | Implementation of the School's reward system. |
| SMSC Statement <ul style="list-style-type: none"> use of imagination and creativity in their learning (S) | Design and Technology Curriculum across the key stages. | | |
| Pupil version <ul style="list-style-type: none"> I let my imagination run wild and this helps me to be a creative thinker and learner' | Dance and Drama Curriculum across the key stages. Creative Media Curriculum across the key stages. Music Curriculum across the Key Stages. | | |

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| | Challenge Learning for KS2 and KS3. | | |
| Learning 4 - L4 | Westminstars, PD and Bridging curriculum across the school that focuses on AfL principles. | Implementation of Assessment for Learning Practices across all subject areas. Pupil - Teacher collaborative lessons observations. | Creating and building on a school culture that celebrates making mistakes as an integral part of the holistic learning experience. |
| SMSC Statement | | | |
| <ul style="list-style-type: none"> willingness to reflect on their experiences. (S) | | | |
| Pupil Version | | | |
| <ul style="list-style-type: none"> I learn about my strengths and celebrate them, I embrace my weaknesses and strive to improve them' | | | |
| Learning 5 - L5 | Sex and Relationship education. | Duke of Edinburgh Award Scheme. | |
| SMSC Statement | Art and Music Curriculum to explore world cultures - e.g. Aboriginal Art and Samoan Music. ASDAN Life Skills. | Enterprise Days. MFL Focused Days. Careers speakers in P16. Work experience programme. | |
| Pupil version | | | |
| <ul style="list-style-type: none"> I enjoy learning about the town, country and world that I am proud to be part of' | | | |
| Learning 6 - L6 | PE Curriculum across the key stages. | Sports Day. | Presentation Evening |
| SMSC Statement | Art Curriculum across the key stages. | Promotion of Sporting competition - football and cricket matches with other schools. Duke of Edinburgh Award Scheme | Battlefields Trip Non-curricular time e.g dinner, play and afterschool clubs. |
| <ul style="list-style-type: none"> willingness to participate in and respond positively to artistic, sporting and cultural opportunities (Cult) | | | |

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| <p>Pupil Version</p> <ul style="list-style-type: none"> I can be a practical learner and seize opportunities to demonstrate the arts' | <p>Art and Music Curriculum to explore world cultures - e.g. Aboriginal Art and Samoan Music.</p> <p>SHaLT Curriculum across the key stages.</p> <p>Arts mark.</p> <p>Development of the challenge and Star Assessment System across the school.</p> | <p>Off-site visits and learning activities.</p> <p>Implementation of Assessment for Learning Practices across all subject areas.</p> | |
| Together | | | |
| <p>Together 1 - T1</p> | <p>Humanities curriculum across Key Stages 2 and 3.</p> | <p>Enterprise Days.</p> <p>MFL Focused Days.</p> <p>Cultural Focused Celebration Days: Eid, Christmas, Diwali.</p> <p>History - Battlefield Trips.</p> <p>Remembrance Focused Days.</p> <p>Assembly</p> <p>Online Resources</p> | |
| <p>SMSC Statement</p> <ul style="list-style-type: none"> ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values (S) | | | |
| <p>Pupil Version</p> <ul style="list-style-type: none"> I can think about and explain my own religion or belief. I can explain how my belief/religion effect my life in the things I do and say. I can listen to other peoples beliefs and respect how they are different to my own. | | | |

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| Together 2 - T2 | Humanities curriculum across Key Stages 2 and 3. ASDAN Life Skills. | Girls group Drama club Opportunities for collaboration with other schools e.g. through sports events and festivals. | |
| SMSC Statement <ul style="list-style-type: none"> use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds (Soc) | | | |
| Pupil version <ul style="list-style-type: none"> I enjoy spending time with people from different backgrounds (race, sex, gender, places) and I can listen to their own stories. | | | |
| Together 3 - T3 | OCN Relationships entry level 3. Humanities curriculum across Key Stages 2 and 3. ASDAN Life Skills. | Work experience - KS5 School Council Changing Young lives consortium St Giles Church | Restorative justice training for staff. |
| SMSC Statement <ul style="list-style-type: none"> willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively (Soc) | | | |
| Pupil version <ul style="list-style-type: none"> I am happy to be part of different groups. I listen to what they have to say and can resolve any differences. | | | |
| Together 4 - T4 | Termly themes to cover a range of history periods. Black Country Curriculum focus in KS2 and KS3. | Black Country Day | |
| SMSC Statement <ul style="list-style-type: none"> understanding and appreciation of the wide range of cultural | | | |

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| <p>influences that have shaped their own heritage and that of others (Cult)</p> | | | |
| <p>Pupil version</p> <ul style="list-style-type: none"> I understand how history and people from the past have me and my community develop over time. | | | |
| <p>Together 5 - T5</p> | <p>Art and Music Curriculum to explore world cultures - e.g. Aboriginal Art and Samoan Music.</p> | <p>MFL Days</p> | <p>National Events - Sports and Olympics.</p> |
| <p>SMSC Statement</p> <ul style="list-style-type: none"> interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities (Cult) | <p>SHaLT Curriculum across the key stages.</p> <p>OCN - Relationships entry level 3 and 1.</p> <p>ASDAN - Sex and Relationship Education.</p> | <p>Festival celebrations</p> <p>Assembly</p> <p>LGBT Awareness lessons</p> <p>Class Discussions.</p> <p>Workbooks.</p> <p>Videos and online resources.</p> <p>SRE lessons.</p> | |
| <p>Pupil versions.</p> <ul style="list-style-type: none"> I demonstrate (show) through the things I do and things I say that I respect people from different backgrounds. I find enjoyment and celebrate the difference of other people in communities (both locally, nationally and internationally). | | | |