



CASTLE MEAD
ACADEMY

**SPIRITUAL, MORAL, SOCIAL AND
CULTURAL DEVELOPMENT POLICY**

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Local Governing Body will review the policy, unless there are significant changes in the interim period.

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2.0	14.06.2021	T. Hague	Updated department curriculum contributions to SMSC

At Castle Mead Academy our aim is to equip every scholar with the knowledge, learning power and character necessary for success in later life. A key aspect of this is the promotion of scholars' spiritual, moral, social and cultural (SMSC) development which provides a vital foundation for life. Spiritual, moral, social and cultural development is an integral part of both the taught curriculum and enrichment opportunities at Castle Mead Academy. It is woven into our Castle Credo and hence a daily priority for us.

Our planned, coherent approach to the delivery of SMSC includes:

- Providing opportunities for the development of SMSC in every scheme of work.
- SMSC forming an integral part of the tutor and assembly programme.
- Emphasis on the vital importance of enrichment through our Castle Character Time electives programme.
- Teaching that encourages participation, creativity, reflection and independence.
- Quality assessment and feedback that places value on scholars' effort.
- Opportunities to develop teamwork, leadership skills and resilience.
- Opportunities for scholars to participate in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific and technological events that promote aspects of SMSC.
- Opportunities for reflection and feedback across the curriculum.
- A range of opportunities for scholars to be involved in active citizenship.
- Preparing scholars to live and work in a diverse society, to understand and respect the cultures, faith and backgrounds of others.

Roles and responsibilities of school leaders and Academy Councillors

School leaders, staff and Academy Councillors should ensure SMSC is at the heart of the school, so that scholars' SMSC development is closely connected to the ethos and values of CMA. They should uphold this policy, and consider the ways in which the different aspects come together to provide a holistic approach to the SMSC development of all scholars. Staff should have a common understanding that at CMA SMSC should permeate the entire subject curriculum; it is the responsibility of all staff to ensure we provide an engaging and thought-provoking SMSC curriculum.

Defining Spiritual, Moral, Social and Cultural Development

Spiritual Development

Scholars' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.
- Development of self-esteem, self-knowledge and belief in themselves.
- Ability and freedom to express themselves in a variety of ways.

Moral Development

Scholars' moral development is shown by their:

- Ability to recognise the difference between right and wrong, their readiness to apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Broad general knowledge of, and respect for, public institutions and services in England.
- Understanding of the consequences of their actions.
- Interest in investigating, and offering reasoned views about, moral and ethical issues, and being able to appreciate the viewpoints of others on these issues.

Social Development

Scholars' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with scholars from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

Cultural Development

Scholars' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continue to develop Britain.
- Willingness to participate in, and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- Interest in exploring, understanding of, and respect for 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.

Curriculum

We deliver a challenging, academic, creative, interesting and inspiring curriculum, with all subjects contributing to SMSC.

See Appendix A, SMSC Curriculum Mapping

At Castle Mead Academy the curriculum provides:

- **Depth:** so that scholars become proficient in literacy and numeracy skills and core academic subjects quickly, so that they develop the depth of learning required for high attainment and post-16 study.
- **Breadth:** so that, building upon that foundation, scholars gain knowledge, skills, understanding and qualifications that demonstrate a broad awareness.
- **Academic rigour and knowledge acquisition:** preparing scholars to compete successfully against their peers.
- **Skills and Character development:** so that scholars leave the Academy with the learning dispositions and character traits necessary for success in life.

Religious Education

At Castle Mead Academy, religious education is taught as a discrete subject for one lesson per week. During Key Stage 3, scholars' knowledge and understanding of the religions and beliefs in contemporary society and the significance of religion in the life of others are explored. At Key Stage 4 all scholars will study RE to GCSE.

See Appendix B, RE Curriculum Map.

PSHE

Personal, social, health and economic (PSHE) education at Castle Mead Academy is a key part of our curriculum offer. At Key Stage 3, scholars build on the skills, attitudes, values, knowledge and understanding they have developed at primary school. We acknowledge the changes our scholars are experiencing, teach our scholars to manage diverse relationships and the increasing influences of peers and the media and how to make a full and active contribution to

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society. At Key Stage 4, scholars extend and rehearse the skills, further explore relevant attitudes and values and further deepen knowledge and understanding around similar themes as Key Stage 3.

Our PSHE curriculum is centred around three main themes: health and wellbeing, relationships and living in the wider world. These themes are addressed vertically throughout Key Stages 3 and 4, with topics and content we have decided to be appropriate for the age of our scholars. Our PSHE curriculum also reflects local priorities for our scholars and community.

	We promote spiritual development by ...	We promote moral development by...	We promote social development by...	We promote cultural development by.....
PSHE	<p>Exploring an individual’s identity in terms of sexuality and race/religion.</p> <p>Discussing issues that can surround the discrimination of others for example homophobia and hate crime.</p> <p>Learning that people have different beliefs and identities and that an individual’s right to choose is enshrined in law.</p> <p>Learning to discuss and value difference of opinion.</p> <p>Learning to be self- aware and examining skills and abilities alongside ambitions and aims.</p> <p>Understanding our laws and the process of creating and adapting laws to protect the individual and wider society.</p> <p>Exploring that laws are not the same all over the world and that freedom of speech is an important human right.</p>	<p>Learning about laws around protection of the individual including laws around sexuality and race/religion.</p> <p>Learning about the age of responsibility (10) and discussing opinions about this.</p> <p>Understanding that there are consequences of breaking the law and that the punishments are decided by the judicial system.</p> <p>Having the opportunity to express and discuss opinions around race and sexuality.</p> <p>Discussing the impact of religion and culture on moral attitudes.</p> <p>Learning that we live within the laws of the UK whatever our personal religious or cultural views are.</p> <p>Learning about laws around the work place including laws around part time work.</p> <p>Learning that laws are there to protect us.</p>	<p>Participating in work experience in year 10 and learning that skills such as communication, social awareness and resilience are vital in the work place.</p> <p>Working with employers in interview situations and workshops to develop social skills.</p> <p>Learning that volunteering in the community not only helps others but helps social development.</p> <p>Learning to be tolerant of people who may hold different viewpoints.</p> <p>Learning that being able to air their views and question the views of others is a vital part of the democratic process.</p>	<p>Learning about the voting process through mock elections.</p> <p>Learning that our voting system is ‘first past the post’ and that different countries have different voting system.</p> <p>Learning about laws around LGBTQ+ and race/religion and that Britain is a diverse community that is accepting of others and celebrates diversity.</p> <p>Learning that British culture is an amalgamation of influences from all over the world.</p>
Assemblies	<p>Raising awareness of</p> <ul style="list-style-type: none"> • LGBTQ • British Values • Remembrance • Holocaust • Protected Characteristics • International Women's Day 	<p>Encouraging discussion of</p> <p>LGBTQ</p> <p>International Women's Day</p> <p>Holocaust</p> <p>Protected Characteristics</p>	Examining the Holocaust	<p>Highlighting issues of</p> <ul style="list-style-type: none"> • LGBTQ • British Values • Remembrance • Holocaust • Protected Characteristics • International Women's Day

See Appendix C, PSHE Curriculum Map.

Positive Behaviour for Learning

High standards of behaviour, self-discipline, self-control and personal responsibility are expected of all adults by society in general. At Castle Mead Academy we prepare scholars for a successful life in the wider society by supporting them in developing respect and consideration for others.

Reading and Literature

At Castle Mead Academy we aim to systematically cultivate in our scholars the habit of reading, to develop scholars’ confidence in reading, and to ensure that they acquire a love of reading that will last a lifetime. All scholars are challenged to be adventurous in their choice of reading materials and to experiment by reading a range of genre. In Key Stage 3, reading for pleasure is integrated into the English curriculum. Ensuring that scholars have access to a wide range of challenging and engaging books and other reading materials is a priority for the Academy. The Library stocks

a diverse range of fiction and non-fiction texts and is seen as the heart of the school. All adults in the Academy are seen as readers and teachers of reading.

Scholar Leadership

We provide a wide range of opportunities for scholars to actively develop their leadership skills. In addition to planned opportunities for scholars to demonstrate and develop leadership skills in lessons, there are numerous opportunities outside of the formal curriculum. These opportunities also ensure the scholars have a voice that is listened to. This includes scholars taking on the role of:

- Scholar Councillors
- Scholar Ambassadors.
- Inducting new scholars.
- Sports team leaders.
- Charity Society reps.
- Castle Character Time activity leaders.
- Academy Open Evenings and events guides/leaders.
- Scholar panel members in the staff recruitment process
- Prefects and Head Boy and Head Girl.

Tutorial time / Assemblies:

Tutorial time plays a crucial role in supporting scholars to develop habits of mind, learning dispositions and positive character traits. Tutor sessions regularly involve scholars investigating, discussing and debating moral and ethical issues.

Assemblies are used to reinforce the Academy's ethos and values. The assembly themes are calendared to ensure an appropriate range of SMSC themes are covered during the year. Scholar-led assemblies are also built into the assembly cycle, providing scholars with leadership responsibility and the opportunity to explore topics and issues they find of interest and relevance. The assembly calendar demonstrates the celebrating of different religious festivals.

See Appendix D, Assembly Calendar

Cultural Activities

At Castle Mead Academy we aim to develop scholars' love of taking part in cultural activities. Scholars are encouraged to participate in cultural activities on a regular basis, both in lessons and in enrichment activities. Cultural practitioners, such as artists, authors, poets, actors, musicians, dancers, librarians and historians are invited into the Academy to share their knowledge and skills with our scholars.

Enrichment and Castle Character Time

The provision of a stimulating, rich and varied extra-curricular programme of activities that builds on and extends the taught curriculum, broadens scholars' educational opportunities and expands their horizons is central to SMSC development. Involvement in enrichment activities can improve scholars' attitude to school, increase scholars' engagement with learning and improve educational outcomes. This is seen through the Castle Character Time programme, Field Days and subject specific enrichments.

The wide range of enrichment activities offered at the Academy also includes education visits. They include cultural visits to galleries and museums, heritage sites, theatre and concert performances, adventure activities, educational conferences, and subject-related trips and competitions.

Our Oracy strategy allows scholars with the opportunity to learn how to argue and defend points of view, as seen in the Debating Society and tutor programme. Mock elections are also held where appropriate. Our 'speak like a scholar' strategy is a key feature of this.

Poetry in Voice

Our Poetry in Voice initiative allows all scholars to learn the diverse 'castle Canon' of five poems over their time at CMA. The aim of Poetry in Voice is to inspire confidence, resilience and belonging; to develop the cultural capital and emotional wellbeing of our scholars by ensuring that they can speak, appreciate and love the language of poetry off by heart.

Broadening Horizons

We actively seek opportunities for our scholars to respect and understand the importance of public institutions and services to life in a modern, civilised society. Educational visits and work experience are key aspects of our offer in broadening the horizons of scholars in this way.

Active Citizenship

Fund-raising is an important aspect of our practice at Castle Mead Academy, and is part of the Castle Credo of 'Be Kind'. It plays a vital role in raising scholars' awareness of people and communities who are less fortunate than themselves.

The Charity Society (as part of Castle Character Time) allows scholars an opportunity to take responsibility for deciding on the preferred charity or charities and for taking a lead on organising charity events.

Praise and Recognition

At Castle Mead Academy praise and recognition plays an important role in encouraging scholars to develop a growth mindset and increases motivation, self-esteem and aspiration. Our range of awards recognises and celebrates scholars' SMSC (see Rewards Policy).

Appendix A - SMSC Curriculum Mapping

Spiritual Development

Scholars' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.
- Development of self-esteem, self-knowledge and belief in themselves.
- Ability and freedom to express themselves in a variety of ways.

Subject	Evidence of current SMSC opportunities
Art	<p>The creative art curriculum combined with the use of sketchbooks enables scholars to explore their values and beliefs, explore others and express their conclusions through their personal art.</p> <p>Scholars are encouraged to contribute personal beliefs and experiences towards art discussions and listen with tolerance in the safe, nurturing art studio environment that is supportive with clear, respectful ground rules.</p> <p>Scholars practise questioning their thoughts and experiences, comparing them to other spiritual backgrounds and beliefs of world cultures to build a bigger picture of the world and who they want to be as they grow up.</p> <p>Historic and contemporary artists are researched together, including learning how to understand the spiritual context behind their artworks.</p> <p>Scholars are taught how to form and express their opinions out loud and through their own annotations and artworks.</p>
English	<p>The English curriculum at Castle Mead is centred around canonical and iconic texts which delve into the core of the human condition and expand our scholars' minds to consider the world around them. The messages, themes and ideas present in our carefully sequenced curriculum allow scholars to examine themselves and evaluate their own beliefs, perspectives and values. For example, articulate what it means and feels like to be an immigrant in England in the 21st century (through 'The Weight of Water' in Year 7) or evaluate whether characters are the victims of their surroundings or simply a villain (through 'Frankenstein' in Year 9, 'The Woman in Black' in Year 8, and 'The Tempest' in Year 7). On the other hand, they can also look beyond their own experiences and become fascinated by studying worlds and peoples beyond their own experiences. For example, to lead a rebellion against a corrupt tyrant in 20th Century Russia (through 'Animal Farm' in Year 8) or being the victim of prejudice and scapegoating (through 'The Crucible' in Year 9).</p> <p>Through our explicit grammar instruction and English language lessons, scholars are equipped with the abilities to express themselves articulately through a variety of text types (such as memoir, letter, article and narrative writing) as well as verbally (through debates, rhetorical speeches and class performances). We emphasise the importance that writing is performed to be read, heard and shared, and scholars are carefully guided and instructed so as to create an environment where their voice can be heard and their ideas can inspire.</p>
French	<p>In being exposed to the cultures of both France and the Francophone world through use of authentic materials such as articles, songs, poems and films and also through classroom discussion of cultural similarities and differences between France and Francophone countries and England, scholars develop a greater understanding of the world around them, particularly an understanding</p>

	<p>of the lives of those in other countries. These discussions also provide the opportunity to reflect on their own experiences, for example through the topic on school where the similarities and differences between French and English schools are discussed and different school experiences around the world are looked at, and scholars are encouraged to express their opinions and preferences on this topic.</p> <p>Authentic materials are presented and accessed in such a way as to make the experience rewarding and inspiring, e.g. exploring the use of humour in French cinema.</p> <p>Once scholars have been taught the basic vocabulary relating to a particular topic, they are encouraged to use their own imagination and creativity to develop their own work, both written and spoken, and are equipped with dictionary skills in order to be able to explore the vocabulary surrounding a topic more fully.</p> <p>The process of learning another language in itself develops self-esteem and self-belief as scholars learn to understand and express themselves in ways that they may previously not have considered or imagined possible. At Castle Mead, the KS3 curriculum is based heavily on the principle of self-efficacy, i.e. building scholars' self-belief through accessible and engaging tasks which prime scholars for future success.</p>
Geography	<p>Through the study of Human Geography, scholars consider how their perspective on life compares to experiences of those living in other countries. For example, scholars study the development gap and the concept of quality of life which considers people's happiness despite levels of wealth.</p> <p>Geography provides scholars with the opportunity to learn about and question their surroundings as well as the wider world around them, for example when studying settlements, scholars learn about the processes that have shaped Leicester today. Scholars also take their learning further afield by learning about different countries and cultures, e.g. how different countries manage population, how they are affected by natural hazards, climate change etc. They are encouraged to compare the experiences of others to their own.</p> <p>Scholars are encouraged to reflect on their own experiences both in and outside of school. Through geographical enquiry scholars have the opportunity to learn from the world around them and reflect critically on what data shows and to what extent it reflects the complexity of the world. We also regularly ask scholars to consider an environment they may have experienced or seen in order to attach this to new knowledge.</p>
History	<p>By considering how things are different because of the course of historical events; for example, what difference did the Norman invasion have of 1066? (Including Churches, language and the rule of law).</p> <p>By speculating about how we mark important events / people from history and who shaped them. For example; does Richard I deserve the moniker 'The Lionheart'?</p> <p>By studying the impact of the English Revolution in Year 8 and the impact of religious intolerance on society's divisions, along with the Interregnum and the imposition of Puritanical beliefs on the populace through law.</p> <p>In Year 9 Hallie Rubenhold's 'The Five' is used as a case study into the experiences of working-class women in the late C19th and how they have been portrayed.</p>
Mathematics	<p>Through the study of mathematics ss are able to make sense of the world around them and we encourage scholars to look for connections between their numeracy skills and every-day life. Scholars are encouraged to see the sequences, patterns, symmetry and scale both in the man-made and the natural world and to know that maths is as a tool that can be used to explore it</p>

	<p>further. Thinking deeply about questions such as ‘what is zero?’ and ‘were numbers invented or discovered?’ promotes deep thinking and spiritual growth.</p>
Music	<p>Year 8 Unit 1: Jazz and Blues – the impact of the slave trade on musical migration across America and the impact of racism on musical development to foster <i>respect for different people’s feelings and values</i>.</p> <p>Throughout KS3 and KS4 scholars are given the opportunity to perform and compose, developing and encouraging the <i>use of imagination and creativity in their learning</i> and an <i>ability and freedom to express themselves in a variety of ways</i>. Performance opportunities and working musically with others encourages the <i>development of self-esteem, self-knowledge and belief in themselves</i> to improve as musicians and audience members.</p> <p>Performances and recording of famous composers/artists and also scholars’ own work is evaluated and critiqued to develop a <i>willingness to reflect on their experiences</i>.</p>
Poetry in Voice	<p>Our carefully sequenced Castle Canon gives scholars the chance to reflect upon their religious and spiritual beliefs through the poems ‘Invictus’ and ‘The Guest House.’ Written by both Muslim and Christian poets, scholars are given the opportunity to debate the spiritual messages in the poems and the potential issues around religion in translation and mass circulation of historic and religious poetry.</p> <p>Scholars partake in Mindfulness sessions that springboard from the poems they will learn off by heart. For example, they take the concrete examples of affirmations in ‘Invictus’ and write and reflect upon their own. This develops their self-esteem, self-belief and self-efficacy and research surrounding the use of these techniques is shared with the scholars. In addition, scholars are given lots of opportunity to reflect upon and interpret the creative extended metaphor used in ‘The Guest House’ in order to reflect upon their own emotions and develop a willingness to examine their own emotions and how to become self-aware and mindful.</p>
PE	<p>Spiritual education in PE involves the scholars’ using imagination and creativity in their learning. This allows the scholars to express their feelings and emotions through movement, action and transition, whilst providing them with opportunities to reflect on their experiences.</p> <p>The PE department achieves this through a well-balanced PE curriculum where Scholars’ are able to explore a variety of different sports and physical activities and also take on many different roles within sport such as leader, coach, official and choreographer.</p> <p>The PE departments Castle Character Time offer also utilises this, providing the scholars’ with access to school clubs and local club links within the community to provide the scholars’ with opportunities outside of school.</p>
RE	<p>In RE, scholars explore the beliefs of themselves whilst comparing their beliefs with a wide variety of religious and spiritual world views. In year 7 they explore their own worldviews and opinions, in year 8 they explore the worldviews of others and in year 9 they explore the views and issues of the wider world. All the way through the KS3 curriculum, they are learning about different forms of expression and how they might express themselves, but also the acceptance of how others express themselves. They are always encouraged to explore opinions and increase their confidence in sharing views in a respectful and considered manner.</p>
Science	<ul style="list-style-type: none"> ➤ Giving scholars the skills to analyse evidence both for and against and therefore, not disproving or proving religion. ➤ Cells are the fundamental unit of living organisms. ➤ The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops.

	<ul style="list-style-type: none"> ➤ The importance of plant reproduction through insect pollination in human food security ➤ How organisms affect, and are affected by, their environment, including the accumulation of toxic materials ➤ Heredity, as a process by which genetic information is transmitted from one generation to the next Differences between species and individuals within a species ➤ Natural selection and factors leading to extinction ➤ The importance of biodiversity and use of gene banks to preserve hereditary material. ➤ The structure and composition of the Earth ➤ The composition of the atmosphere ➤ The production of carbon dioxide by human activity and its impact on climate ➤ Our place in the Universe, the stars and galaxies ➤ The seasons, length of day and a year in terms of movement of the Earth ➤ In year 7, scholars begin by exploring the ‘building blocks’ of science, from cells as the ‘building’ blocks of organisms, to the particle model of matter. Scholars are also introduced to the concepts of energy and forces. This provides an important introduction to develop the fascination in scholars learning about themselves, as organisms, and being to explain the phenomena that they observe around them in the daily world. <p>As scholars progress through years 7 and 8, they build on these fundamental ideas, further learning about humans as organisms and our interaction with the environment. including recognition of the negative human impact on the environment. Scholars will learn about the interdependence of organisms within an ecosystem, and how organisms affect and are affected by their environment. Scholars will also consider Earth’s place in the wider Universe, developing a sense of scale of the solar system, galaxy and universe.</p>
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Moral Development

Scholars’ moral development is shown by their:

- Ability to recognise the difference between right and wrong, their readiness to apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Broad general knowledge of, and respect for, public institutions and services in England.
- Understanding of the consequences of their actions.
- Interest in investigating, and offering reasoned views about, moral and ethical issues, and being able to appreciate the viewpoints of others on these issues.

Subject	Evidence of current SMSC opportunities
Art	<p>Scholars learn what are ‘right’ and ‘wrong’ choices through the exploration of how historic and contemporary artists lived/live and the choices they made/make.</p> <p>The art curriculum encourages scholars to question their own morals based on their learnings of artists from a range of cultures and ethnicities.</p> <p>Scholars are given time for deep discussions in which they debate artist’s morals.</p> <p>Scholars are encouraged to explore and research artists they enjoy independently through the enthusiastic art studio culture and discussions with the art team which lead to wider moral debates.</p> <p>Focus on high-quality artworks that require resilience and patience giving scholars a greater understanding of how long-term gains will help them reach their goals.</p>
English	<p>Our carefully sequenced English curriculum develops the moral compass of our scholars as they journey through Key Stage 3 and 4. It is sequenced with over-arching moral and ethical ‘Big</p>

	<p>Questions' which are at the core of the canonical texts we focus upon in Literature lessons. For example, 'Was Holmes right to give Ryder freedom?' in Year 8, or 'Is love the most important thing in life?' in Year 9 and 10). We encourage scholars to consider the consequences of characters' actions and choices which creates a safe space for which scholars can understand the morality of right and wrong and respectfully debate the 'grey area' in between.</p> <p>Through our historicist approach to analysing the context of our texts, scholars are provided with knowledge and consequently develop a respect and critical understanding for public institutions. For example, in Year 8 we study the development of the Metropolitan Police whilst reading 'The Adventures of Sherlock Holmes'. Alongside this, our rhetoric unit examines 19th Century attitudes towards criminal law and the contemporary campaign to abolish the death penalty.</p>
French	<p>During the topics of school and healthy living which are taught at both KS3 and KS4, scholars are encouraged to reflect on the consequences of their actions, for example how hard work is likely to lead to good results at school and that smoking can lead to serious illness.</p> <p>Once scholars have mastered the basic vocabulary surrounding a topic, they are encouraged to have discussions with a greater moral element, particularly at KS4, these topics include homelessness, the environment and unemployment. In both written and spoken tasks, scholars are equipped with the knowledge and skills to express their opinions and justify on a variety of different topics.</p>
Geography	<p>Geography provides a vital opportunity for scholars to consider some of the big issues facing the world and its leaders today. This ranges from physical issues such as the climate crisis to human issues such as the UK's housing crisis. The issue of sustainability is an underpinning theme in our Geography curriculum, through this exploration scholars consider the impact of their actions on an individual level and how this helps to shape collective community, national and global action. Related to this, scholars also consider the consequences of inaction in the context of sustainability. Scholars are given the opportunity to form their own reasoned and evidence-informed view on the climate crisis as they are taught about both the human and physical causes of climate change.</p> <p>Scholars develop an understanding and respect for service provision in the UK by considering what services are available in different communities and how these are funded, managed and maintained. Building on this, scholars form reasoned views about how they think the government should respond to major issues such as the UK's housing crisis. They explore the advantages and disadvantages of building on greenfield, brownfield and greenbelt land and use this to put forward their opinion whilst appreciating the viewpoints of others.</p>
History	<p>Britain's democratic parliamentary system and its central role in shaping our shared history and values is a constant theme throughout the curriculum through the underpinning questions; '<i>How were people ruled?</i>' There is also a recurring theme of law through an investigation in Year 7 into Henry II's reform of law from a system of Ordeals to a Jury based system.</p> <p>By exploring the results of right and wrong behaviour in the past. (Eg The Holocaust) and by considering some of the characteristics of people who have had a negative influence and caused suffering to others (eg intolerance, ignorance etc).</p> <p>In Year 9 Leicester Suffragette Alice Hawkins is studied as a case study of the wider Suffragette movement as an example of what others have done to stop injustice.</p> <p>Occasions to go beyond the facts and ask scholars to make hypotheses and pose questions such as 'what if...?', 'what if Henry VIII had not broken away from Rome?', 'what if the Holocaust had been stopped as soon as the British knew about it?'</p>

Mathematics	The study of probability within maths is the study of risk having the ability to evaluate and analyse the consequences of decisions they and others make. Scholars are introduced to the terms profit, loss, credit and debit as well as simple interest and compound interest and how these are used by different financial institutions. Understanding bank statements is also part of the curriculum.
Music	Year 8 Unit 1: Jazz and Blues – the impact of the slave trade on musical migration across America and the impact of racism on musical development allows scholars to show <i>interest in investigating, and offering reasoned views about, moral and ethical issues, and being able to appreciate the viewpoints of others on these issues.</i>
PE	<p>Moral education in PE takes the scholars on a journey, providing them with the opportunity to understand how PE can influence their healthy living and lifestyle whilst also understanding consequences of behaviour and actions.</p> <p>PE highlights the advantages of health and lifestyle through team sports and health related fitness. Scholars’ are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is.</p> <p>Within the PE department scholars are challenged to increase their personal level of fitness and to understand the benefits of this. They are also taught about the importance of being healthy and active and how this plays a role in society as a whole.</p> <p>The scholars are taught the rules of all the activities they do and taught to abide by these rules. This is always linked to the community we live in and the rules which each citizen must live by.</p>
Poetry in Voice	The Castle Canon provides scope for moral development through its diversity, containing poems written by poets with protected characteristics such as Henley, Angelou, Rumi and Zephaniah. Scholars learn their messages of injustice, respect, prejudice, stereotypes and disability by heart and scrutinise the meaning and the moral message behind their poetry. In addition, the themes and metaphors which are discussed and analysed in our Year 7 and Year 8 poems lend themselves crucially to the importance of self-control and the consequences of our actions. Moral and ethical issues are given importance through the weekly debates he hold during our Poetry in Voice weeks – for example Year 8 staff and scholars enjoy reading an article surrounding the erasure of Islam from modern translations of Arabic 13 th poetry and the moral and ethical implications of then publishing and reading this poetry.
RE	In RE, scholars are constantly exploring ethical issues that allow them to consider right and wrong. Moral dilemmas and philosophical thinkers are taught in year 7 and the morality thread continues in years 8 and 9. They are learning to be empathetic and apply their own morality to situations. #Scholars are always learning to be tolerant of others through the listening and respectful responding to the views of others in every lesson. They look at values, and what it means to hold values, but also in the context of British Values and how values can be institutionalised.
Science	<p>When examining genes, a moral discussion regarding the use of stem cells and human cloning can be used. Microbes and vaccines give scholars the opportunity to understand the balance between politics, science and the economy, as well as understanding people’s concerns around vaccination.</p> <ul style="list-style-type: none"> ➤ Reproduction in humans, including fertility ➤ Selective breeding in farming, in both animals and plants (➤ Fuels and energy sources, domestic fuel bills, fuel use and costs ➤ Composition of the atmosphere, the production of carbon dioxide by human activity and the impact on climate change. ➤ Earth’s resources as limited sources and the efficacy of recycling.

	<p>Year 7 and 8 (and further built upon in future years):</p> <p>In year 7, scholars study a reproduction topic that covers both plant and human reproduction. In year 8, scholars study the long and short term impacts of alcohol, drugs and smoking on health (and during pregnancy).</p> <p>Scholars are also introduced to the use of medicinal drug trials in the development of new drugs, with a discussion around drug trial structure and ethical issues associated with this. (with opportunity to look at case studies that we have learned from in the past). This will be further built upon in GCSE Biology.</p> <p>The year 8 microbes topic explores the use of vaccination to reduce the spread of disease (and built upon in GCSE biology).</p>
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Social Development

Scholars' social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with scholars from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Interest in, and understanding of, the way communities and societies function at a variety of levels.

Subject	Evidence of current SMSC opportunities
Art	<p>Clear parameters are set so that all scholars engage in classroom debate around artworks and artists.</p> <p>Resilience, perseverance and respect are at the core of the art curriculum at KS3 and KS4.</p> <p>Artist visits to the school give scholars the experience of talking to real world, professional artists.</p> <p>'Artist takeovers' enable scholars to lead and narrate their thoughts in front of the class.</p> <p>Class debates about artists and artworks build confidence and social skills through discussion with peers from a range of background and beliefs.</p> <p>Gallery visits broaden scholars' experiences of what is socially acceptable in a gallery setting and how to analyse artworks in situ.</p> <p>Photography trips to the city and further afield broaden scholars' understanding of modern Britain and how to socially interact outside a school setting.</p>
English	<p>The historicist approach of much of our English Literature curriculum equips our scholars with the interest and understanding of the ways our own and different communities and societies function now and throughout history at a variety of levels. For example, the social and political structures of democracy, monarchy and autocracy are crucial underpinning elements of the Year 8 curriculum and are taught explicitly and explored in depth. In addition, scholars in Year 9 begin explicit practice of critical literary theory and read texts through feminist, post-colonial and 'queer theory' lenses. This develops critical skills to examine and question social interactions, wider reading and media</p>

	<p>exposure throughout their lives in a respectful manner and from an informed perspective. This springboards into discussions upon tolerance, acceptance, stereotypes, liberty and respect. The English department spends time scripting and rehearsing our exposition to ensure that we are fully prepared to discuss traditionally taboo or 'uncomfortable' topics found in literary texts such as racism, consent, homophobia etc. This ensures that our scholars are equipped with powerful yet respectful language in order to grapple with crucial social issues of the past, present and future.</p> <p>Our English Language curriculum exposes scholars to a variety of media and text types, particularly non-fiction writing and rhetoric, which will allow them to participate fully in and contribute positively to society by being able to consume and critique the media of today.</p>
French	<p>Throughout the French curriculum we aim to boost scholars' confidence, particularly in speaking skills. In conducting speaking activities in pairs, groups and in front of the class, scholars develop greater social and communication skills with a range of other scholars which will in turn boost their confidence in spoken English.</p> <p>Through the topic of school, Castle Mead scholars explore the history of the French Revolution, leading to interesting discussions surrounding democracy and liberty.</p> <p>Furthermore, in being exposed to the experiences of a variety of people from a range of backgrounds from across the French-speaking world, scholars develop respect and tolerance for different faiths, beliefs and ways of life. Learning more about the international world inspires scholars with a wider knowledge of and interest in how different societies and communities function.</p> <p>A greater understanding of the world beyond their experience of life in England inspires scholars with curiosity to further explore and engage the world beyond our borders. Developing scholars' language skills equips scholars with the ability to communicate internationally, providing them with increased employability and wider prospects.</p> <p>Additionally, an understanding of a foreign language, particularly another Romance language, enhances scholars' understanding, confidence and skills in their own language, allowing them to participate fully in life in Britain both at work and socially.</p>
Geography	<p>In lessons scholars are given the opportunity to work in pairs and discuss issues as a class which means they can participate in a variety of settings where they work with scholars from different religious, ethnic and socio-economic backgrounds. Outside of lessons, scholars have the opportunity to work in small groups to complete fieldwork. Fieldwork provides an opportunity to discuss the skills needed for effective group work and provides an environment where scholars need to resolve conflicts, e.g. taking responsibility for equipment and ensuring all group members have a role to play.</p> <p>Scale is an important concept in Geography and scholars regularly consider issues on local, national, international and global levels. By looking at these scales in a range of contexts, scholars build an understanding of the interconnectedness between different communities and societies. For example, scholars learn about the impact of natural hazards on a range of different scales and how the actions of one community or society may help or hinder the ability of a country to respond appropriately to a natural hazard. They also consider how societies are set up in terms of their infrastructure and how this affects a country's ability to respond to events such as a natural hazard.</p>
History	<p>By giving the trigger for discussions about how groups and communities organised themselves in the past; the feudal system, for example.</p>

	<p>By considering questions about social structure in the past. For example; ‘What might scholars say about the rights of children during the Industrial Revolution?’, ‘are there people who still don’t get a fair deal?’</p> <p>Throughout the curriculum, opportunities are found to highlight the role of representative peoples from the past, such as those who would identify as LGBT (Eleanor of Aquitaine and James I), non-white individuals (Tudor Royal Trumpeter John Blanke). As well as the historians whose scholarship we draw on. (David Olusoga, Miranda Kauffman et al).</p> <p>By encouraging pupils to talk to their parents and grandparents for example; when learning about later C20th History, post-World War II.</p>
Mathematics	<p>The study of mathematics provides opportunities to work with others and solve meaningful problems. It also gives the scholars an opportunity to appreciate that problems can be solved by a variety of methods and approaches and gives them insight into the thought process of another person.</p>
Music	<p>Scholars work in group situations - <i>working and socialising with scholars from different religious, ethnic and socio-economic backgrounds</i> - to rehearse, compose and perform and take ownership of their own performances and compositions which is respected by their peers.</p> <p>The choir has an annual opportunity to sing at a local care home showing scholars’ <i>willingness to participate in a variety of communities and social settings, by volunteering.</i></p>
PE	<p>Social education involves the scholars’ using a range of social skills in different contexts, working with other scholars from different backgrounds, religions and cultures, whilst upholding British values of mutual respect and tolerance.</p> <p>The scholars will have the opportunity to work as a team in the roles of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and team work. This gives Scholars’ the opportunity to work together as a team and work on communication and leadership skills.</p> <p>Many Scholars’ take on the roles of leader and coach during PE lessons and are encouraged to volunteer in primary school festivals. The skills developed will allow them to contribute positively to life in modern Britain.</p>
Poetry in Voice	<p>The selection of the Castle Canon gives scholars scope to hear the voices and memorise the poetry from writers of different religious, ethnic and socio-economic backgrounds. This develops the mutual respect and tolerance of those with different faiths, beliefs and backgrounds.</p> <p>In addition, every year at Castle Mead, scholars are given a creative project as a tutor group where they must work collaboratively to showcase their performance and creative interpretation of the poem which they have learnt that year. Scholars must show willingness to participate with all members of the tutor group, generating ideas and learning to compromise and resolve any conflicts effectively, under the guidance of their tutor.</p>
RE	<p>In RE, scholars are expected to respect the views of all others and respond in a considered manner. They have to listen to a variety of worldviews and religions and appreciate that this may differ from their own. Scholars specifically learn the 5 British values and their meaning. Scholars learn about conflict among religious groups and non-religious groups and the impact that culture has on belief. Specifically learning about cults, the Amish community and the difference between religion and culture. The knowledge they are learning in RE is focussed on the powerful knowledge of beliefs, values, cultures and societies that they will find most useful for life beyond CMA.</p>

Science	<p>Learning about scientists from a range of ethnic and religious backgrounds, and how their beliefs shaped their work and the effect that has had on our knowledge today (why are there seven colours in the spectrum)</p> <ul style="list-style-type: none"> ➤ Reproduction in animals, including fertilisation ➤ Lifestyle choices such as unbalanced diet, leading to obesity, starvation and deficiency diseases. The effects of recreational drugs (including substance misuse) on behaviour, health and life process, such as pregnancy. ➤ Development of the atomic model and the scientists involved ➤ Evolution of species and the Big Bang, including Church views.
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Cultural Development

Scholars' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values.
- Willingness to participate in, and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- Interest in exploring, understanding of, and respect for 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.

Subject	Evidence of current SMSC opportunities
Art	<p>Gallery visits broaden scholars' experiences of what is socially acceptable in a gallery setting and build confidence in how to discuss modern culture.</p> <p>Exploration of their city's culture through photography trips and awareness of their local heritage and culture.</p> <p>Development of their own sketchbooks encourages individualism and development of their culture independently.</p> <p>The art curriculum explores a wide variety of cultures and scholars willingly debate and respond and celebrate this diversity through their sketchbooks, photography and artworks.</p>
English	<p>With challenging, classic texts as a springboard, our English pupils will explore some of the best and most brilliant ideas from our literary heritage as part of our Castle Mead Canon. Pupils will analyse and appreciate the wide range of cultural influences and allusions within a text and map out the interconnectedness of the world's literature through cultural reference points such as Greek myth, Roman politics and Shakespeare's protagonists. This vast cultural knowledge of great stories and complex characters will garner articulate, respectful yet critical scholars, both in written and spoken contexts.</p> <p>In addition, scholars have the opportunity to develop cultural appreciation for art and theatre through organised trip to watch live theatre performances such as Shakespeare's 'The Tempest' and special events such as theatre screenings through our National Theatre online subscription.</p>

<p>French</p>	<p>Through discussions of the development of language, which begin in scholars' very first lesson in Y7 right through to Y11, scholars are encouraged to reflect on how languages, societies and cultures are interlinked historically and do not exist in isolation. Explicit links between English, French and other Romance languages are made on a very regular basis.</p> <p>At Castle Mead, we explore the cultural experiences of both those in France and those across the Francophone world, including Canada, Mauritius and Guadeloupe, thereby developing scholars' understanding, respect and tolerance of other cultures, which is essential for life in modern, multicultural Britain.</p> <p>Discussions around the French Revolution lead to more in-depth discussions surrounding democracy and how the French and British democratic systems compare (e.g. elected vs. unelected Head of State.)</p> <p>Scholars are encouraged to engage with authentic materials from the French-speaking world including articles on scientific and technological developments, poems, songs and films. Scholars are given the opportunity to take part in trips to France to experience a different culture and way of life, as well as learning about cultural similarities and differences between France and the French-speaking world and England, e.g. how French town centres differs from those in England.</p> <p>By focussing on not just France, but also the rest of the French-speaking world, scholars are exposed to a much greater range of cultural diversity on a global level and encourage to understand, accept, respect and celebrate diversity through, for example, looking at different cuisines and festivals across the French-speaking world.</p>
<p>Geography</p>	<p>Geography provides the opportunity for scholars to learn about other places around the world and their respective cultures. Throughout KS3 scholars learn about diversity and inequality in Asia and Africa by considering what has happened in the past and how this has shaped today's culture. Scholars are encouraged to consider the connections between their own lives and those living in other countries.</p> <p>Scholars also learn about cultures which are very different to their own, e.g. tribes in the Peruvian Amazon rainforest. Scholars consider the role these communities play in managing the rainforest sustainably and why many of these communities are under threat. This encourages an interest and respect for cultural diversity where scholars develop an understanding of why it's important to be tolerant and respectful of other ways of life.</p> <p>Through the use of fieldwork, scholars will have the opportunity to visit different communities and countries which will help them to understand, accept, respect and celebrate diversity.</p>
<p>History</p>	<p>By exploring local history as examples of history around us, the locality is utilised as a vehicle through which to unify the diverse communities we serve with a shared sense of Leicester's heritage. For example, by investigating the siege of Leicester during the English Civil War and by visiting local heritage sites such as the King Richard III Centre, Abbey Pumping Station or Newarke Houses. Local people of note, such as Simon De Montfort are also included when investigating the origins of Britain's Parliamentary democracy.</p> <p>By investigating how culture is shaped by history, exploring the 'cultural heritage' of the communities we serve as well as the influence of Christianity on British culture. For example, through the Norman Conquest and English Reformation. By using artworks such as the 'Armada Portrait' or 'Ditchley Portraits' as examples of Elizabethan propaganda.</p> <p>The Art and Culture of West African Nations pre-Slavery is considered through the case studies of Mali, Benin, Kongo and the Asante and their influence of Europeans and vice versa.</p>

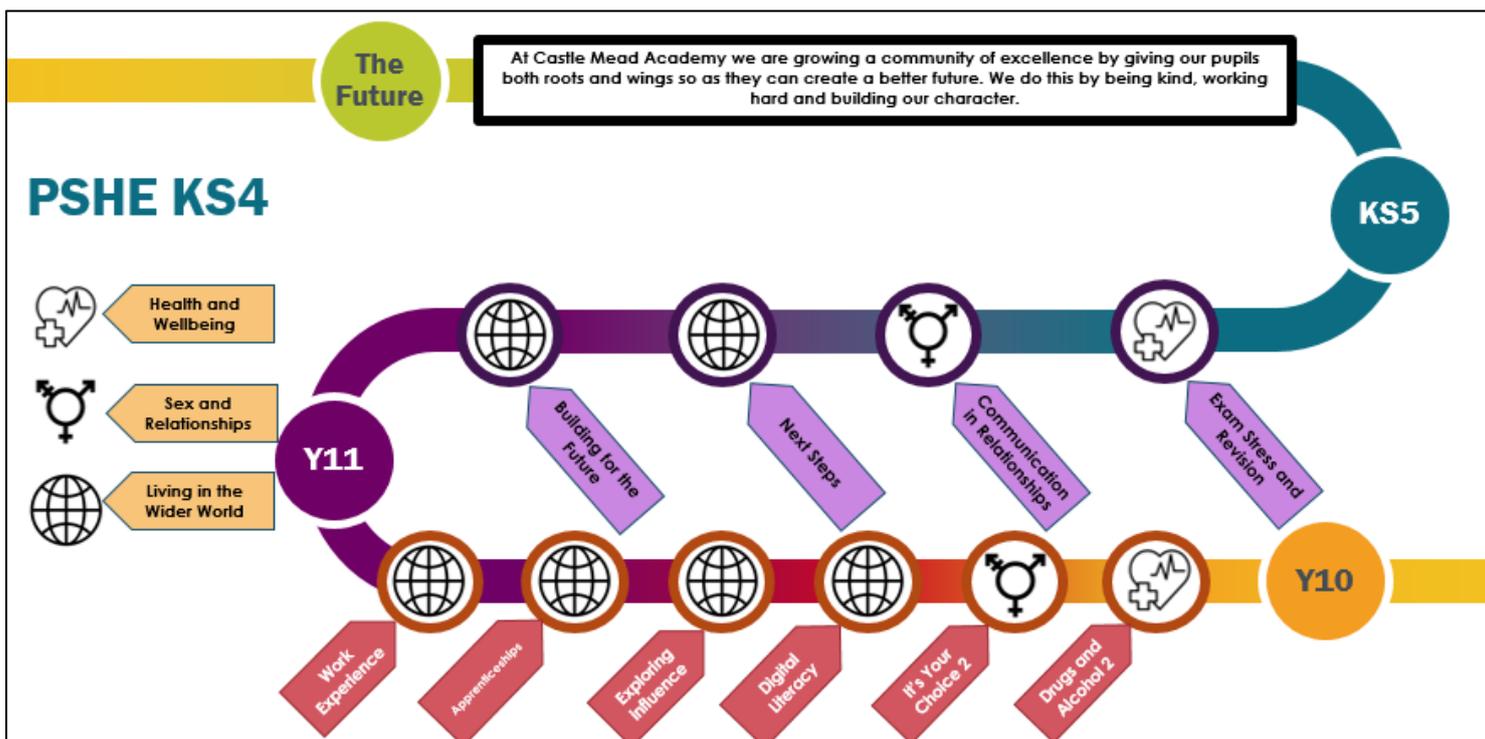
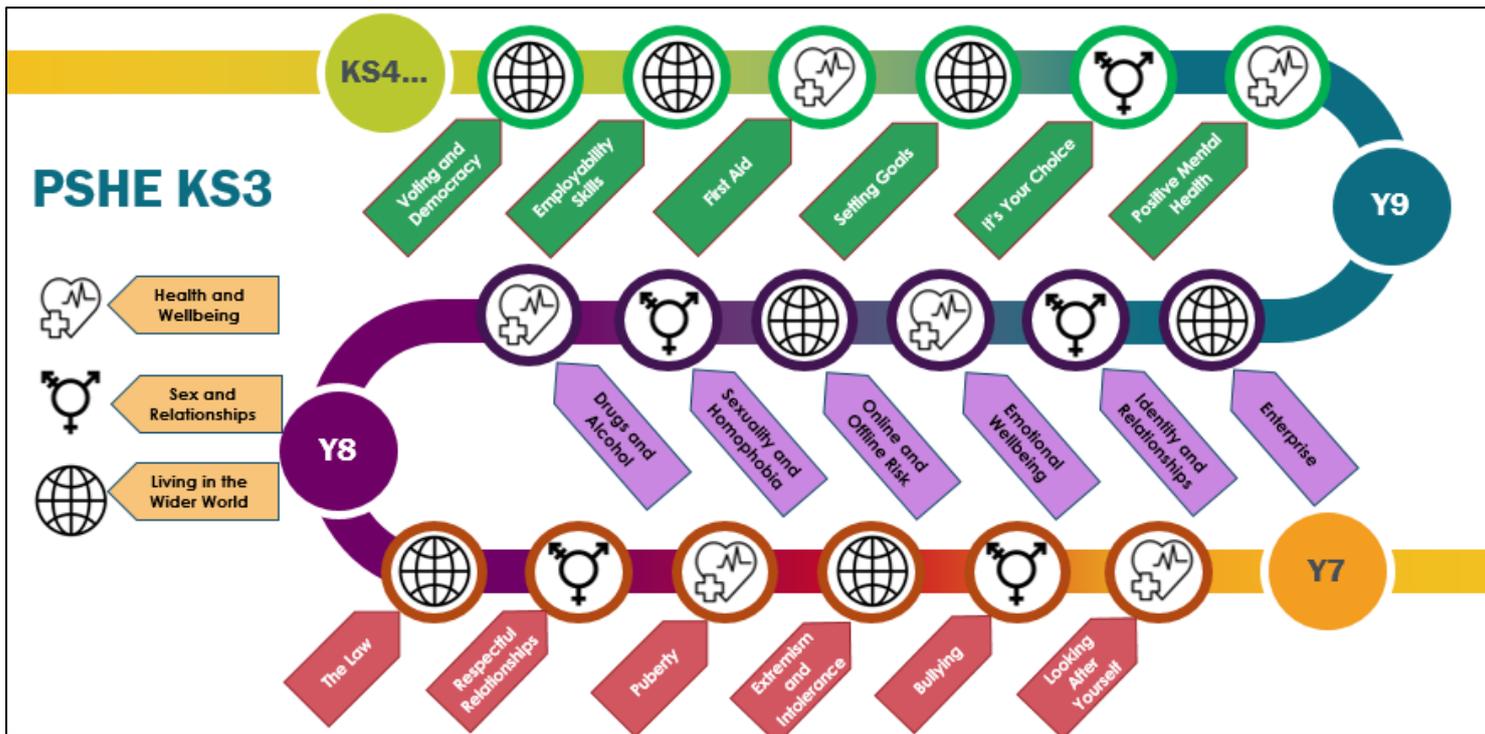
	We also invite a local Historical Reenactor, Jed Jaggard, into school to immerse scholars in Medieval life, soldiers in the English Civil War and in future Trench Life, as well.
Mathematics	Mathematics has been developed over millennia and by many different cultures. Scholars are given opportunities to understand its historical place in society through the study of the timeline of mathematicians including the geographical locations of those mathematicians. This ranges from the stone age Ishango bone, through the classical mathematicians of antiquity and the contributions of the Persian mathematician Al-Khwarizmi to Alan Turing and the hidden figures of Nasa, Katherine Johnson and Dorothy Vaughan. Key mathematicians are chosen to showcase the diversity and significance of all human life within mathematical study.
Music	<p>Year 8 Unit 3: Vocals Ancient and Modern investigates the role religion has played in the development of western vocal music to encourage an <i>appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</i></p> <p>Year 7: The Music of South America, Year 7: African Melodies, Year 8: Jazz and Blues, Year 8: Music of the Caribbean and numerous listening opportunities over the key stage provide opportunity for the <i>understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</i></p> <p>Performance and composition opportunities in curriculum lessons, music scholarships, peripatetic lessons, extra-curricular opportunities (e.g. choir, orchestra) and performance opportunities outside of school (e.g. TMET Christmas Concert) <i>encourage a willingness to participate in, and respond positively to musical opportunities.</i></p>
PE	<p>Cultural education in PE means scholars are given the opportunity to learn different sports, physical activities and dances from different parts of the world. The scholars' at Castle Mead Academy learn about the origins of a certain sport or physical activity and the countries around the world that excel at it.</p> <p>The scholars' have the opportunity to compete against other schools locally and regionally. This often means the Scholars' are absorbing themselves into different cultures from around the county and learning respect for these cultures.</p>
Poetry in Voice	<p>Poetry in Voice helps the cultural development of our scholars as the poems that they learn by heart are noteworthy and significant texts from our heritage and or are culturally iconic. They are written by influential and talented poets who are also representative of different national and international communities and cultures. The selection of poems/poets which make up the Castle Canon are consciously diversifying and, in some cases, decolonising the traditional literary canon: they are representative of the vast range of cultures in our school, our city and our country. Furthermore, Poetry in Voice highlights and celebrates the cultural influences which have and will shape media and art and our tutor time programme during 'Poetry in Voice Weeks' will help our scholars and our community to become increasingly empathetic and knowledgeable individuals. They represent our school's commitment to shape a more equitable future for our scholars.</p>
RE	Scholars explore a range of worldviews and specifically, worldviews that are popular in Leicester. They learn about different cultures and how culture sits separately from religion. The curriculum allows for exploration of a range of ways religion influences people, including music, literature and art, in order to increase their cultural awareness. The curriculum is a celebration of difference and diversity – scholars explore at least 11 different belief systems throughout their themes meaning they gain an understanding and tolerance of the variety that culture brings.

Science	<p>Exploring scientists from around the world and the influence that their research has had. Recognising that not all scientific discoveries come from a laboratory by trained professionals and academics. An understanding that sometimes important scientific discoveries are side lined due to unpopular public opinion.</p> <ul style="list-style-type: none"> ➤ Composition of the atmosphere, the production of carbon dioxide by human activity and the impact on climate change. ➤ Earth's resources as limited sources and the efficacy of recycling ➤ Composition of the solar system ➤ Atomic Structure and collaboration of the scientists involved – changing theories ➤ Mendeleev, Newlands and Berzelius and collaboration in the Scientific communities to move forward on the Periodic Table
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Appendix B – RE Curriculum Map

	Year 7	Year 8	Year 9
Cycle 1	Topic 1 – The island project <ul style="list-style-type: none"> • What is RE? • Symbolism • Sacred places • Religious leaders • Religious texts • Codes of law • Festivals • Rites of passage 	Topic 1 – Ultimate questions <ul style="list-style-type: none"> • What are ultimate questions? • Believing or knowing • How did we get here? • What is the meaning of life? • What happens when we die? • Can science and religion agree? 	Topic 1 – Life’s experiences <ul style="list-style-type: none"> • Do you have to experience something for it to be true? • Near death experiences • Experience of God today • Judaism and Joseph • Christian miracles • Buddhism and Siddhartha Gautama • Islam and the night of power
Cycle 2	Topic 2 – Religious expression <ul style="list-style-type: none"> • Religious nature of the UK • Expression in society • Religious Expression through literature • Religious expression in art • Religious expression through music 	Topic 2 – Religion in the 21st century <ul style="list-style-type: none"> • What is RE and how religious is the UK? • Impact of religion on people and society • Does religion divide or unite? • Humanism as an alternative to religion • How parables relate to today • Stewardship and dominion • Fighting for your faith in a modern world • Cults and new religious movements 	Topic 2 – Religious society <ul style="list-style-type: none"> • What is society? • Multiculturalism • Community cohesion • Alternative beliefs - Paganism • Alternative beliefs - Mormonism • Alternative beliefs - Jehovah’s witnesses • Alternative beliefs – Jainism • Alternative beliefs – The Amish community <p>Topic 3 – RE live</p> <p>In this topic, scholars will be studying a series of lessons based on ‘live’ or recent news stories of RE.</p> <p>All lessons will be scheduled before the topic is due to take place.</p>
Cycle 3	Topic 3 – Morality <ul style="list-style-type: none"> • Absolute and relative morality • Divine command theory • Natural law • Kantian ethics • Utilitarianism • Morality in relation to religion 	Topic 3 – Inspirational leaders <ul style="list-style-type: none"> • What is a leader? • Martin Luther King Jr • Malcolm X • Oscar Romero • Aung San Suu Kyi • Malala • Gandhi • Mother Teresa 	Topic 4 – Introduction to thematic learning <ul style="list-style-type: none"> • Four lessons learning about the theme of conflict, crime and punishment • Four lessons learning about the theme of human rights and social injustices

Appendix C – PSHE Curriculum Map



Appendix D - Assembly Calendar

Week Beginning		Leading the Assembly		Theme
31/08/20		THA		Being a CMA scholar
07/09/20		CFR		CMA: a reading school (International day of literacy 8 th)
14/09/20		LWO		Invictus Week 1
21/09/20		NMU		Democracy (International Democracy Day on 15 th)
28/09/20		MRU		Black History Month
05/10/20		LWO		Invictus Week 2
12/10/20		NMU/THA		Celebrating Success and the Castle Credo
Half Term				
26/10/20		LWO		Invictus Week 3
02/11/20		ABA		Remembrance Day (8 th November)
09/11/20		MTH		Diwali – religious diversity (14 th November)
16/11/20		NMU	MTH	PSHE theme (Yr 7: bullying; Yr 8: sexuality and homophobia) (Anti Bullying week 16 th -20 th)
23/11/20		LWO		Invictus Week 4
30/11/20		JRA		Be Kind
07/12/20		CFR		Rights (10 th Human Rights Day)
14/12/20		NMU/THA		Celebrating Success and the Castle Credo
Christmas				
04/01/21		THA		Resolutions (to include Healthy lifestyles and body image)
11/01/21		LMO		Equality (Martin Luther King Jnr. day 18 th)
18/01/21		MRU	MTH	Radicalisation and Extremism PSHE theme (Yr 7 and Yr 8 Extremism & intolerance)
25/01/21		HMC		(Holocaust memorial day 27 th)
01/02/21		FJE	MRU/MTH	Online Safety (Safer Internet Day 11 th) (Yr 7 and Yr 8: Online & Offline Risk)
08/02/21		NMU/THA		Celebrating Success and the Castle Credo
Half Term				
22/02/21		SMA		International Women’s Day (8 th)
01/03/21		AHA		World Book Day (4 th)
08/03/21		FLO		Science and Engineering Week
15/03/21		HoYs	LWO	Active Citizenship: Red Nose Day (19 th) / World Poetry Day (21 st)
22/03/21		NMU	THA	International Day for the Elimination of Racial Discrimination (21 st) / Celebrating success
Easter				
12/04/21		THA	LWO	Ambition / The Guest House Week 1
19/04/21		SBE		Earth Day (22 nd)
26/04/21		HoYs	LWO	Mindset and Giving 100% (to include mental health)/ The Guest House Week 2
03/05/21		MRU	MTH	PSHE theme (Yr7: Positive Relationships; Yr 8: Relationships & the media)
10/05/21		CFR [LWO]		Excellence (End of Year exams) [The Guest House Week 3, also]
17/05/21		AJA		Gang culture
24/05/20		NMU/THA [LWO]		Celebrating Success and the Castle Credo [The Guest House Week 4, also]
Half Term				
07/06/21		MRU		Work Hard
14/06/21		NMU		Drug awareness (including County Lines; International Day against Drug Abuse and Illicit Trafficking 26 th) (PSHE theme (Yr7 & Yr8 Drugs and Alcohol)
21/06/21		MRU	MTH	PSHE theme (Yr 7: the law; Yr 8: Enterprise)
28/06/21		TGA		Sports Day
05/07/21		NMU/THA		Celebrating Success and the Castle Credo

Key

The assembly themes come under the following headings.

Castle Credo	
Fundamental values – democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs and for those without faith.	
Well-being	
PSHE	
Poetry in Voice	

Guiding principles

- THA to start each term, with the Castle Credo.
- Each half term to end with a Celebrating Success assembly, reflecting on the Castle Credo.
- One Well-being theme each term.
- Local safeguarding themes to be explored, including knife crime, county lines and gangs.
- Other topical weeks will also stand, and hence may require additional special ‘stop-the-clock’ assemblies (e.g. National Careers Week).
- Other themes will supersede these when dates are confirmed e.g. Eid.

Where appropriate, the assembly should focus on a significant character who has impacted on the theme. The character should be a positive role-model for scholars, who has overcome adversity to have a positive impact. It is presumed that over the course of the year, the role-models portrayed will have a diverse makeup and as such will support the notion of ‘see it, be it’.

All themes will be explored in assembly, and then followed-up by the debating session on a Friday morning. The tutor will lead this pre-prepared session, where the person leading the assembly will provide the debate stimulus.