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	14.06.21	T. Hague	Updated department curriculum contributions to SMSC
3.0	15.09.2022	C. French	Updated department curriculum contributions to SMSC Updated PHSE Curriculum Map, Appendix C Updated Assembly Calendar, Appendix D
4.0	18.09.2023	J.Simpkin M.Thornhill	Added DT to curriculum contributions Updated PHSE Curriculum Map, Appendix C Updated assembly calendar, Appendix D
5.0	09.12.2024	J.Simpkin	Updated assembly calendar Updated PSHE curriculum mapping Updated RE curriculum map and added end points
6.0		M Thornhill	Updated assembly calendar, PSHE curriculum map, RE map Updated intent of SMSC at CMA Updated all appendix items Updated information regarding rewards, leadership, reading tutor time and assemblies
7.0	29.09.2026	V Dunn	Updated Preparation for Life curriculum map and curriculum links

Intent of 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.

This policy sets out how the school promotes the Spiritual, Moral, Social and Cultural (SMSC) development of all students. As a secondary school serving a community with high levels of deprivation, we recognise our vital role in providing stability, aspiration, care and opportunity. Our approach to SMSC is inclusive and rooted in high expectations, kindness and strong relationships.

We believe that SMSC development underpins academic success, personal wellbeing and positive life chances. Through our curriculum, pastoral systems and wider school culture, we aim to equip students with the skills, values and confidence they need to thrive in school and beyond.

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 an 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 engaging and thought-provoking development of the SMSC.

Defining Spiritual, Moral, Social and Cultural Development

Recent research around the importance and place of SMSC clearly suggests the high impact SMSC development can have on all other areas of the school. At CMA, we pride ourselves on using research informed practice, and SMSC is being delivered with the same rigour and expertise that would be seen across the school.

SMSC is often seen as a selection of parts that develop the whole self. They can be defined at follows:

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.

Preparation for Life
At CMA we believe that Preparation for Life is a key element to our school's curriculum offer. The Preparation for Life Curriculum combines knowledge from Citizenship, Careers and Personal, Social, Health and Economic (PSHE) education. It is designed to help scholars of CMA become citizens of Leicester as well as understand their place in a global community. Furthermore, the curriculum is spiralled and designed to be reflective of the needs of CMA scholars, and this flexibility allows the PSHE offer to be as inclusive and tailored as needed.

During key stage 3 scholars will build on the attributes they acquired during their time at primary school. Between years 7 and 9 Preparation for Life needs to address the changes young people are experiencing as they move into their adolescence and gain increasing independence. Scholars must learn to manage diverse relationships, their online lives and the pressures of media as well as the changes which their bodies are experiencing. They will also start to explore what society looks like around them as well as future pathways and options available to them once they leave CMA.

During key stage 4, scholars will further deepen their understanding gained at key stage 3 and will extend the skills and knowledge into years 10 and 11. Here there will be a greater emphasis on students moving towards an independent, adult life as they take on more responsibility for themselves and others. Scholars will need to be prepared for the challenges, opportunities and responsibilities of life.

	We promote spiritual development by …	We promote moral development by...	We promote social development by…	We promote cultural development by…..
Preparation for Life	Exploring an individual's identity in terms of sexuality and race/religion. Discussing issues that can surround the discrimination of others for example homophobia and hate crime. Learning that people have different beliefs and identities	Learning about laws around protection of the individual including laws around sexuality and race/religion. Learning about the age of responsibility (10) and discussing opinions about this. Understanding that there are consequences of breaking the law and that the punishments are decided by the judicial system.	Participating in work experience in year 10 and learning that skills such as communication, social awareness and resilience are vital in the work place. Working with employers in interview situations and workshops to develop social skills.	Learning about the voting process through mock elections. Learning that our voting system is 'first past the post' and that different countries have different voting system. Learning about laws around LGBTQ+ and race/religion and that Britain is a diverse

	We promote spiritual development by …	We promote moral development by...	We promote social development by...	We promote cultural development by…..
	and that an individual's right to choose is enshrined in law. Learning to discuss and value difference of opinion. Learning to be self- aware and examining skills and abilities alongside ambitions and aims. Understanding our laws and the process of creating and adapting laws to protect the individual and wider society. Exploring that laws are not the same all over the world and that freedom of speech is an important human right.	Having the opportunity to express and discuss opinions around race and sexuality. Discussing the impact of religion and culture on moral attitudes. Learning that we live within the laws of the UK whatever our personal religious or cultural views are. Learning about laws around the work place including laws around part time work. Learning that laws are there to protect us.	Learning that volunteering in the community not only helps others but helps social development. Learning to be tolerant of people who may hold different viewpoints. Learning that being able to air their views and question the views of others is a vital part of the democratic process.	community that is accepting of others and celebrates diversity. Learning that British culture is an amalgamation of influences from all over the world.

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. We also embed reading in all curriculum areas through a shared reading strategy of 'learning to read, reading to learn and reading for pleasure'. All staff are equipped with the skills and support needed to enable our scholars to leave CMA literate, confident readers.

Tutor time also includes a bespoke CMA reads curriculum that aligns with the assembly and topical talks programme. This is led by tutors in our whole school approach and exposes scholars to reading more non-fiction texts.

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.
- Academy Open Evenings and events guides/leaders.
- Scholar panel members in recruitment and visitor settings
- Prefects, including Head Boy and Head Girl.

Tutorial time / Assemblies:
Tutor time at CMA is integral in ensuring our scholars have the best start to every day with someone they trust. The programme is delivered via a wider curriculum vision of developing positive relationships, accountability and agency in scholars. It also plays a crucial role in supporting scholars to develop habits of mind, learning dispositions and positive character traits.

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, these are all centred around our core beliefs, each assembly being themed around a specific offshoot of one of our values.

To compliment the assembly calendar, we have a range of topical talks created by all members of staff from across the school that will range from subject specific passions such as science week, to globally celebrated festivals such as Diwali, to niche ideas such as the 'pyramid of character'. The assembly calendar demonstrates the celebration of difference we show at CMA every day and topical talks enhance this further.

There is also a focus on building relationships during the tutor time session. We write our stories, share our experiences and talk to each other about our thoughts, feelings and opinions through a pre-planned 'getting to know you' curriculum.

See Appendix D, Assembly Calendar & tutor time schedule

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 and subject specific enrichments.

The wide range of enrichment activities offered at the Academy also includes educational trips and 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 through the Debating Society and PSHE sessions. Mock elections are also held where appropriate. Our 'speak like a scholar' strategy is a key feature of this.

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.

Scholars are encouraged to volunteer to litter pick, take on the role of kindness ambassadors, support local causes, take part in school campaigns and taught the importance of being an active citizen through their Citizenship

curriculum. They have the opportunity in Citizenship to come up with their own campaign for change, showing what humans are capable of when they want to make a difference.

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 development. Through events such as awards evening, awards assemblies and the celebration station, we strive to celebrate success in all areas of life, not just academic endeavours.

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	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. 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. 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. Historic and contemporary artists are researched together, including learning how to understand the spiritual context behind their artworks. Scholars are taught how to form and express their opinions out loud and through their own annotations and artworks.
English	The English curriculum at Castle Mead is centred around canonical and iconic texts which delve into the core of the human experience 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). 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.
French	Through the teaching of French at Castle Mead, we equip scholars with a greater understanding of the world around them and inspire them with a desire to explore further. Scholars learn more about other languages, cultures and ways of life through classroom discussions concerning similarities and differences between France, the Francophone world and their own experiences. In Year 8 scholars explore the topic of school, including the differences between French and English school life, for example the fact that due to the separation of Church and State, R.E. is not studied in French schools. Scholars also consider how children's journeys to school differ across the world. Furthermore, through exposure to authentic materials from the French and Francophone world, including articles, songs, poems and films scholars are able to delve into other cultures and discover new forms of expression that they may not otherwise come across. Our scholars greatly enjoy and appreciate the use of humour in French cinema and many are inspired to discover more. Scholars are encouraged to express themselves in both spoken and written form, using their imagination and creativity to develop their work. Additionally, they are equipped with dictionary skills in order to be able to explore the vocabulary surrounding a topic more fully. 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. As our scholars build on their successes, become more confident in French in ways that they may previously not have believed possible, they develop self-esteem and confidence in communication which will serve them both within and beyond the subject of French.
Geography	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. 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. 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.
History	History encourages scholars to be curious about the past and to reflect on their own beliefs, values and identity. The underpinning question 'What did people believe?' explores how religious and other beliefs shaped people's lives, choices and relationships. Examples include the medieval Church, the English Reformation and Puritan beliefs during the Interregnum. Scholars consider different perspectives and the effects of religious intolerance. At GCSE, Richard and John explores the relationship between monarchy and the Church, while the Cold War and Mao's China examine the influence of political beliefs on individuals and societies. Historical stories, sources and artefacts encourage scholars to imagine life in different periods, grounding their understanding in evidence. Enquiries into medieval women and working-class women, including the use of Hallie Rubenhold's *The Five*, encourage reflection on whose experiences are remembered and how people's reputations are constructed. Scholars develop confidence in expressing and explaining their own interpretations.
Mathematics	Through the study of mathematics scholars 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 further. Thinking deeply about questions such as 'what is zero?' and 'were numbers invented or discovered?' promotes deep thinking and spiritual growth.
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 to foster *respect for different people's feelings and values.* Throughout KS3 and KS4 scholars are given the opportunity to perform and compose, developing and encouraging the *use of imagination and creativity in their learning* and an *ability and freedom to express themselves in a variety of ways.* Performance opportunities and working musically with others encourages the *development of self-esteem, self-knowledge and belief in themselves* to improve as musicians and audience members.

	Performances and recording of famous composers/artists and also scholars' own work is evaluated and critiqued to develop a *willingness to reflect on their experiences.*
PE	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. 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. 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.
RE	In RE, scholars explore the beliefs of themselves whilst comparing their beliefs with a wide variety of religious and spiritual world views. Their topics allow them to learn from/about a religion in depth whilst encountering at least one other faith. In year 7 the focus is on exploring their own worldviews and opinions. In year 8 the focus is on exploring the worldviews of others and in year 9 they explore issues of the wider world. In RE, the scholars are encouraged to use hypothetical situations to come to judgements in topic areas such as morality or through lessons that delve into the ultimate, unanswerable questions. Throughout the RE curriculum, scholars are encouraged to reflect upon their own experiences and use these to underpin the discussions they have. They also compare their experiences to experience within the wider community and world. For example, when learning about injustice they are considering their own experiences of injustice. Or when learning about morality, they consider their own experiences to begin to decipher their position on right and wrong. They are always encouraged to explore opinions and increase their confidence in sharing views in a respectful and considered manner in order to develop their tolerance of others. 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.
Science	The science curriculum at CMA allows scholars the opportunity to approach their learning through a spiritual lens of their own and that of others also. Throughout the curriculum scholars have continued opportunities to look for meaning and purpose in natural and physical phenomena and to wonder about what is special about life and its very existence. Scholars do this

	through areas such as developing an awareness of the scale of living things from the small micro-organism to the largest and examining the interdependence of all living things and materials of the Earth. This helps to drive scholar emotional development and motivation to know more and to wonder about the world. Scholars have the chance to wonder at the vastness of space and the beauty of natural objects (e.g. the interlinked nature of organism interactions & predator/prey interactions), examine the religious origins of the development of the microscope & the cell and to look at the spiritual considerations around the end of species life and its potential causes. Other aspects of the curriculum that allow scholars to view science through a spiritual focus are examining ideas around the lifespan of the Earth, its place in the universe and the impact of human life upon it, and the existence of species on it, and how this might relate to current religious and non-religious ideas, further to this they develop through class discussions an awareness of the interaction of religious ideas with regards to the origin of man and theories of evolution and natural selection. This enables them to consider respectfully the differing and also interlinked scientific and religious ideas around the beginning of the universe and the formation of the Earth as well as in other areas of science, for example on religious debates surrounding the use of IVF.
DT	Spiritual development is very important in DT as the process of creative thinking and problem-solving lies at the centre of the subject. A pupil's ability to think creatively and show innovation can be inspirational to others but also increase their own self confidence and belief in their own abilities. In all disciplines of DT, textiles, product design and food preparation and nutrition we promote independence and embody a culture that enables scholars to pass on their knowledge through scholar leadership activities and time to reflect on learning. Scholars are encouraged to express themselves through creativity and individuality, creating products and ideas that are exciting and innovative. Beliefs, religion and culture is often used as inspiration for unique designs that show how diverse our school is through design development and the creation of final products. Scholars also have the opportunity to explore the wonderfully diverse world of cultural cuisine and discuss the traditions linked to a variety of countries, to then creating and sampling these dishes and experiencing food from different cultures. An integral part of DT at CMA is encouraging scholars to confident within their practise and instil a feeling of pride in their work. Our scholars build confidence through a carefully planned spiral curriculum that allows a wealth of knowledge to be built upon and in doing so promotes confidence and independent practise in both theoretical knowledge and handling materials. By the end of their school life scholars will be well equipped to be the next generation of designers, aspiring to lead on to future careers inspired by DT.

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	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. The art curriculum encourages scholars to question their own morals based on their learnings of artists from a range of cultures and ethnicities. Scholars are given time for deep discussions in which they debate artist's morals. 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. 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.
English	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 Questions' which are at the core of the canonical texts we focus upon in Literature lessons, such as 'Is rhetoric always right?, 'What is the link between expressing your culture and literature?' and 'Why is love important?'. 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. 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.
French	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. 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.
Geography	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. 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.
History	Scholars investigate questions of fairness, justice and responsibility, making reasoned judgements supported by historical evidence. They consider the circumstances in which people acted alongside the consequences of their decisions for others. The study of enslavement, religious persecution and the Holocaust examines discrimination, dehumanisation and the actions of those who perpetrated, supported, experienced or resisted injustice. Leicester suffragette Alice Hawkins provides a local example of campaigning for greater equality and political rights. GCSE Migration and Notting Hill explore racism, attitudes towards migrants and campaigns for equal rights. Mao's China examines the human consequences of government policies and political repression, while the Cold War raises questions about the responsibilities of leaders and the use of nuclear weapons. The study of medieval justice, Magna Carta and conflict between Crown and Parliament develops scholars' understanding of law, accountability and limits on power.

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 *interest in investigating, and offering reasoned views about, moral and ethical issues, and being able to appreciate the viewpoints of others on these issues.*
PE	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. 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. 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. 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.
RE	In RE, scholars are constantly exploring philosophical and ethical issues that allow them to consider right and wrong. In year 7 they learn a topic where they explore the big question of 'how do we know what we know?'. In this topic, they learn about different theories of where right and wrong come from including God, the law, social ties and their own experiences. This morality thread continues into years 8 and 9. In Year 8, in the topic of religion in 21st Century they learn about religion in modern society and consider right and wrong when looking at issues. For example, religion being divisive or whether science and religion can agree. Year 8 also study a topic about inspirational religious people where they consider the injustice suffered by people such as Malala and Gandhi. In year 9 it continues into topics such as RE Live with the consideration of the right and wrong of global issues such as the Uighurs and LGBTQ+ & conversion therapy. They are learning to be empathetic and apply their own morality to situations. Within the RE curriculum, we discuss concepts surrounding the government such as law making and human rights. We also discuss issues relating institutions such as the education system – this is taught when learning

	about Malala Yousafzai and considering how we feel about our opportunity to go to school. They also look at values, and what it means to hold values, but also in the context of British Values and how values can be institutionalised. The curriculum allows for exploration of human impact through learning about concepts such as genocide, persecution, injustice, and environmental religious teachings. They are always asked to consider tolerance, respect and diversity when offering their own viewpoints. This might be through listening to responses, being respectful when responding to the views of others and always considering those around them.
Science	The development of scholar morality occurs in a variety of ways throughout the CMA science curriculum. Scholars are able to become increasingly curious by developing open mindedness to the suggestions of others and understanding how scientific developments may give rise to moral dilemmas. For example in considering human impacts pas. Present and future on the environment, through examining the use of fuel sources and the changing impact of fuel use on standards of human life/existence. Scholars learn to recognise the progressive achievement of multiple scientific discoveries and the right of scientists who, despite their theories and ideas now not holding true, allowed for the future development of knowledge that we now know and take for granted (e.g. understanding of the development of the model of the atom). Scholars also consider morality around the rights of service users of key technological developments such as the National grid, and the use of Earth's resources, their limitations and the positive/negative impacts humans can have on them. Other areas of moral discussion within the CMA curriculum are conducted around areas such as ethical processes required for safe drug development and testing, making informed judgements about the economic, social and ethical issues concerning embryo screening, given appropriate information and learning how to explain the benefits and risks of selective breeding given appropriate information and considering related ethical issues
DT	During the planning and making process we encourage our pupils to consider the moral and ethical dilemmas raised. For example the impact on the environment through the choices of materials are made or the opportunity to consider sustainable or environmentally acceptable materials.

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	Clear parameters are set so that all scholars engage in classroom debate around artworks and artists. Resilience, perseverance and respect are at the core of the art curriculum at KS3 and KS4. Artist visits to the school give scholars the experience of talking to real world, professional artists. 'Artist takeovers' enable scholars to lead and narrate their thoughts in front of the class. Class debates about artists and artworks build confidence and social skills through discussion with peers from a range of background and beliefs. Gallery visits broaden scholars' experiences of what is socially acceptable in a gallery setting and how to analyse artworks in situ. Photography trips to the city and further afield broaden scholars' understanding of modern Britain and how to socially interact outside a school setting.
English	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 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. 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.
French	Throughout the French curriculum we equip scholars with excellent communication skills thereby boosting their confidence. A focus on phonics and pronunciation, combined with a range of low-stakes speaking activities and purposeful feedback allows scholars to develop their French speaking skills which in turn boosts their confidence in spoken English. This focus on oracy allows scholars to develop greater social and communication skills which will benefit them across the curriculum. 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. Furthermore, developing scholars' language skills equips scholars with the ability to communicate internationally, providing them with increased employability and wider prospects. Through exposure to the experiences of a variety of people from a range of backgrounds across the French-speaking world, scholars develop respect and tolerance for different faiths, beliefs and ways of life. Learning more about the international world equips scholars with a wider knowledge of and interest in how different societies and communities function. Additionally, through the topic of school, Castle Mead scholars explore the history of the French Revolution, leading to interesting discussions surrounding democracy and liberty.
Geography	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 world 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. 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.
History	History develops scholars' understanding of how communities and societies function. The study of feudal society, industrialisation, children's working conditions and the English Civil War explores relationships between social groups, inequalities and the effects of conflict and change on everyday life. The underpinning question 'How were people ruled?' connects the study of monarchy, Parliament and the struggle for voting rights. Scholars examine the historical development of democracy, the rule of law and individual liberty, alongside the importance of mutual respect and tolerance of different faiths and beliefs. Through discussion and the evaluation of historical interpretations, scholars practise listening carefully, explaining their views, supporting claims with evidence and responding respectfully to disagreement. They learn that historical questions can produce different interpretations which must be assessed on their evidence. Migration and community histories provide opportunities to consider belonging, cooperation and the contributions of people from different backgrounds. History Society also brings scholars from different year groups together through a shared interest in the past.
Mathematics	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.
Music	Scholars work in group situations - *working and socialising with scholars from different religious, ethnic and socio-economic backgrounds* - to rehearse, compose and perform and take ownership of their own performances and compositions which is respected by their peers. The choir has an annual opportunity to sing at a local care home showing scholars' *willingness to participate in a variety of communities and social settings, by volunteering.*
PE	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. 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.

	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.
RE	Castle Mead Academy is a diverse school with a range of religious, ethnic and socio-economic backgrounds being represented. This results in the scholars being about to use their social skills within lessons to appreciate the diversity around them and celebrate difference. Scholars are expected to respect the views of all others and respond in a considered manner. They listen to a variety of worldviews and religions and appreciate that this may differ from their own. This can result in conflicting ideas having to be sort through and they are expected to use the skills learned throughout RE lessons to internally resolve any conflict within debate or discussion. Scholars also learn about conflict among religious groups for example the conflict that exists between Jehovah's Witnesses and The Church and conflict between/within non-religious groups such as the conflict faced by an agnostic Humanist or a secular state. Scholars specifically learn the 5 British values and their meaning, and this is taught explicitly in year 8. However, the British Values are also implicitly taught throughout the curriculum, with a strong on tolerance and mutual respect being the values that underpin the curriculum itself. 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. The RE Curriculum is structured to give year 7 the opportunity to explore their own beliefs and values, year 8 to explore the beliefs and values in wider society and year 9 the opportunity to explore issues relating to the wider world. This means they are frequently studying the way different societies and communities' function. For example, in year 7 The Island Project places scholars in a community of their own to learn the fundamentals of the big 6 world faiths and consider the idea that the community needs to appreciate difference and work through compromise. In year 8, the topic of religion in the 21st century gives time to communities such as the Humanist, Jain, and Jehovah communities. In year 9, RE Live focusses on news stories that currently exist around RE, and this includes different global communities for example, most recently the communities of the Uyghurs, the LGBTQ+ community and the Christian community.
Science	Scholars develop socially with science through the strong emphasis places on the development of group practical work skills, team working skills and learning to take responsibility for their own and other people's safety. Scholars understand that science has a major effect on the quality of our lives. They can consider the benefits of scientific developments and the social responsibility involved, for example in examining the process of

	reproduction in humans and understanding the process of consent as part of this, studying the importance of biodiversity and its impact on our existence as a species on the planet Scholars also study the impact of diet and lifestyle choices on wider societal functions such as health services, the impacts of lifestyle choices on themselves and otherwise within the social circles – e.g. diet, smoking, drug usage, as well developing an understanding the impact of the impact of wider societal institutions on the development of scientific ideas, e.g. the church. Scholars are also able to understand the social impact on woman of the menstrual cycle and cultural issues that have been overcome in this area (e.g. tampon taxes), as well as social issues associated with reproduction in animals & humans (e.g. abortion, breeding for animal testing)
DT	During DT there are many opportunities to promote social responsibilities. All the children have a collective responsibility to ensure they contribute to a safe working environment where the use of tools and equipment are involved. There is the opportunity to work collaboratively with a partner or take turns in a small group which requires effective social interaction and at times compromise. There is also the opportunity for peer evaluation and to act as a critical friend to give supportive comments to improve pupils learning outcomes.

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	Gallery visits broaden scholars' experiences of what is socially acceptable in a gallery setting and build confidence in how to discuss modern culture.

	Exploration of their city's culture through photography trips and awareness of their local heritage and culture. Development of their own sketchbooks encourages individualism and development of their culture independently. 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.
English	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. 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.
French	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. 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. 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.) 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.

	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 encouraged to understand, accept, respect and celebrate diversity through, for example, looking at different cuisines and festivals across the French-speaking world.
Geography	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. 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. 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.
History	The History curriculum explores connections between local, British and world history, helping scholars understand the influences that have shaped their own heritage and that of others. Women, working-class people and people from different ethnic and religious backgrounds are included throughout the curriculum. Examples such as Tudor royal trumpeter John Blanke challenge assumptions about who belongs within Britain's history. The study of African kingdoms, including Mali and Benin, explores their societies, achievements and cultural traditions. The First and Second World Wars are studied as global conflicts, recognising the contributions and experiences of people from across the world. Local history, including the siege of Leicester and Alice Hawkins's campaigning, connects wider developments to the city and communities scholars know. GCSE Migration and Notting Hill deepen understanding of how migration has shaped Britain, while Mao's China broadens engagement with history beyond Europe. Portraits, propaganda, historical artefacts and historians' scholarship help scholars explore how culture expresses beliefs and power, and how accounts of the past are created. Local heritage and History Society activities provide further opportunities to enjoy and engage with history.
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	Year 8 Unit 3: Vocals Ancient and Modern investigates the role religion has played in the development of western vocal music to encourage an *appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.* 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 *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.* 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) *encourage a willingness to participate in, and respond positively to musical opportunities.*
PE	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. 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.
RE	Scholars explore a range of worldviews and specifically, worldviews that are popular in Leicester. For example, Year 8 complete a case about Jainism as a result of the large Jain population of Leicester. They also learn about Gandhi because of the ties Leicester has to him through Hinduism and the Gujarati refugee population. They also learn about the controversies surrounding local culture such as the statue of Gandhi. Scholars learn about different cultures and how culture sits separately from religion and this is taught explicitly in year 8. Castle Mead Academy is a diverse school with a range of cultural backgrounds being represented. The curriculum is designed to provide them with the tools to be prepared for life in modern, diverse Britain. Scholars learn about democratic principles such as voting (through Malala's experience of an extremist government), Human rights (through a variety of topic areas) and tolerance and respect for diversity (threaded through the entire curriculum).

	The curriculum allows for exploration of a range of ways religion and culture influences people, including music (in RE live) and storytelling (in The Island Project, Parables in Religion in the 21st Century) in order to increase their cultural awareness. They also enter the annual NATRE spirited arts competition through Castle Character Time, allowing them to expand their awareness of culture, worldviews, and expression. The curriculum is a celebration of difference and diversity – scholars explore at least 9 different belief systems throughout the curriculum at KS3 including the 'big 6' world religions of Christianity (including denominations), Islam, Judaism, Hinduism, and Buddhism along with Jainism, Sikhism, Humanism and Atheism. This means they gain an understanding and tolerance of the variety of cultures and world views that are represented in CMA. They explore these at a personal level and then go beyond the individual to explore society and the wider world. They are encouraged to celebrate diversity through additional opportunities such as the REscape monthly competitions and the 'nobody stand nowhere' competition.
Science	Scholars' cultural development in science is shown by their gained understanding of scientific discoveries as a part of our culture and of other cultures, as well as the range of stakeholders (men & women) from different cultures who are responsible for them. Scholars understand that environmental issues are central to science, e.g. human impact on climate science and within this examine the societal use of different fuel sources, their real world applications and considerations of use. Scholars also examine how different cultural beliefs affect people's understanding, interpretation and acceptance of scientific theories (e.g. origin of man, creationism and evolution). And in other examples look at the impact of chemical reactions on the environment when studying combustion, the wider cultural impacts of vaccine science on society and the way in which different subgroups interact. As well as cultural perceptions and impacts on scientific discoveries of their time, e.g. model of the solar system, development of the atom, cell theory etc. and considering the carbon footprint and climate impact of lifestyle on the environment
DT	DT often originates from an idea, tradition or personalised response that allows the scholar to communicate a personal response to a theme. To develop a wider cultural awareness we explore our past heritage as well as investigate and use as our stimulus foods, textiles, product design and other materials from different cultures and periods of time. For example, traditional designers and their part in the design movements throughout the years, designs and patterns from a variety of cultures, food from different countries and cultures.

Appendix B – RE Curriculum Map

1. KS3 curriculum map

	Year 7	Year 8	Year 9
Cycle 1	**Big question:** How are the Abrahamic faiths interlinked? 1. What are the foundations of the Abrahamic faiths? 2. Who was Abraham? 3. From Judaism to Christianity 4. The start of Islam 5. How do these faiths overlap?	**Big question:** How are the Dharmic faiths interlinked? 1. How did Hinduism begin? 2. What are the core teachings of Hinduism? 3. How did Buddhism begin? 4. What are the core teachings of Buddhism? 5. How did Sikhism begin? 6. What are the core teachings of Sikhism? 7. How do these faiths overlap?	**Big question:** How can we be inspired by inspirational religious people? 1. Who is Malala Yousafzai? a. How have her Islamic beliefs influenced her actions? 2. Who was Mother Teresa? a. How did her Christian beliefs influence her actions? 3. Who was Gandhi? a. How did his Hindu beliefs influence his actions? 4. Who is Dr Ambedkar? a. How have his Buddhist beliefs influenced his actions?

Cycle 2	**Big question:** What are the core beliefs of the Abrahamic faiths? 1. How did we get here? 2. Why is symbolism important? 3. What makes something sacred? 4. Why is the Bible so important to Christians? 5. Codes of law in religion 6. Birth Rites 7. Why are festivals important in faith? 8. Death rites 9. What happens when we die?	**Big question:** What is the place of religion in the 21st Century? 1. How does religion divide people? 2. How does religion unite people? 3. Case study: Humanism 4. What can we learn today from the parable of The Good Samaritan? 5. What can we learn today from the parable of The Sheep and The Goats? 6. What do religions teach about being stewards? 7. What do religions teach about having dominion? 8. Can science and religion ever agree? 9. Case study: Jehovah's Witnesses 10. Case study: Jainism	**Big question:** What is happening with religion in the wider world? All scholars will study these 2 key questions at the start of the unit of work: 1. How religious is the UK? 2. How religious is Leicester? The rest of this topic is centred around studying current issues within RE that are prevalent in the news. The topic is a 'live' topic that will be changed each year, depending on the religious news at the time. The academic year 2021-2022 have studied questions such as: 1. How has the COVID-19 pandemic changed religious practice? 2. What is the religious plight of the Uighurs? 3. Should religious dress be a universal human right of its own?

RE KS3 endpoint: What will they have achieved by the end of KS3 in RE

- Scholars will have a clear breadth of religious knowledge to include non-religious views. They will know a range of schools of thought from the six world religions, Humanism and Atheism. They will understand and have evaluated the impact and reasoning of world events and studied the context of these within the remit of religious education.
- They will have a strong knowledge base of philosophical and thematic issues and religious viewpoints to begin GCSE RE which will enable them to focus on the in-depth learning of religious belief and practice and use this KS3 context to underpin KS4 knowledge.
- Their ability to justify their opinions, question and debate viewpoints and use facts as evidence will be strong both verbally and written.

RE KS4 endpoint: What will they have achieved by the end of KS4 in RE

- Scholars will have a deep understanding of Christianity and Buddhism

- Scholars will have explored the 4 thematic areas of study; human rights, life and death, relationships and good and evil, in depth and applied their knowledge of religion to these issues.
- They will have honed skills in extended writing on world beliefs and issues and be able to use current examples of thematic issues within written work.
- They will be able to provide clear and meaningful evaluation of their own opinions and the opinions of others, including religious and non-religious views.
- They will be inquisitive learners who have a solid knowledge base of human beliefs, practices, world issues and opinions on a range of religious and thematic issues that enable them to succeed beyond the classroom.

Appendix C – Preparation for Life Curriculum Map

Year 7	Year 8	Year 9	Year 10	Year 11
Why is **community** so important?	What are the risks associated with **drugs** and **alcohol**?	How can you say no to **peer influence, substance use** and **gangs**?	How are countries **governed**?	How can you ensure **independence** beyond CMA?
How can I make a **safe** and successful **transition** to Castle Mead Academy?	How does the **political system** work in the UK?	Is it possible for teenagers to lead a **healthy lifestyle**?	How am I **influenced** by society?	What factors influence **family life**?
How can I begin to **prepare** for my future **career**?	What **preparations** can I start making for my **educational** and **career journey** after CMA?	Why is the **justice** system important?	Why is **communication** important in **relationships**?	What is the **legal system** like in the UK?
How can I **build** healthy and positive **relationships**?	How can we look after my **emotional wellbeing**?	How can **family relationships** be managed?	Is **extremism** a global threat?	How can I ensure success with my **post-16 choices**?
Is **diversity** important?	Why is learning about **money management** so important?	How can I **prepare** for my **GCSEs**?	How can I **prepare** myself for the **world of work**?	
How does **school** help me to prepare for my future **career**?	How does your **identity** contribute to **relationships**?	What is the **law** and how is it changed?	Why is it important to protect our **mental health**?	
How can I keep my mind and body **healthy**?	Is **discrimination** still a problem?	How does the **UK economy** work?		
		How can **intimate relationships** be safe and consensual?		

Appendix D - Assembly Calendar and Tutor Time programme

Week Commencing	Formal Assembly Theme	1st Staff	2nd staff	Mon - 11	Tues - 10	Weds - 9	Thurs - 8	Fri - 7	Topical talk theme	Staff		Credo curriculum	
First few days	CFR and induction things											Credo Curriculum Launch	TWO
31st August 2026	Who are we at CMA?	CFR	AHA						The timeline trap	TGA		Work Hard: Knowledgeable, Our Classroom Routines	AHA
7th September	Attendance	TGA	TWO					CBR	The broken window theory	TWO		Be Kind: Well-mannered	CFR
14th September	Organised and well equipped - Marie Curie?	LWO	CFR					TGA attend?	Sharpen the Axe	MTH		Build Your Character: Resilient	TGA
21st September	Considerate of others	TWO	MTH						Invisible Women	LWO		Be Kind: Respectful of our Environment	TWO
28th September	Black history month - Katherine Johnson	CFR	MRU						To kill a mockingbird	AHA		Be Kind: Respectful of our Environment	TWO
5th October	Belonging - The Chilean Miners	LMA	AHA	Careers					Refugee by Alan Gratz	ABA		Build Your Character: Responsible	DGI
12th October	Inquisitive - Harvey Milk?	AHA	MTH		No assembly		AWA - PiV		Educated by Tara Westover	RVA		Be Kind: Considerate of Others in our Community	MRU
											Half term		
26th October	Ambitious - Gitanjali Rao	MTH	TGA	No Y11 - Y7 PiV (AWA)				HE - careers	The Giver - Lois Lowry	DME		Work Hard: Inquisitive	MTH
2nd November	Rememberance Day	ABA	LMO									Be Kind: Friendly	JSI
9th November	Anti-bullying week	MRU	VDA						Alan Turing	MHO		Build Your Character: Confident	LWO
16th November	Inquisitive - Harvey Milk	AHA	DGI	HE-careers					The Marshmallow Experiment	MTH		Work Hard: Hard Thinkers	AHA
23rd November	Belonging - Parkrun	TWO	CFR						The Hate U Give by Angie Thomas	VDU		Be Kind: Respectful of our Environment	DGI
30th November	Hard thinkers - Chesley Sullenberger?	DGI	MTH									Build Your Character: Ambitious	CFR
7th December	Well mannered - Emily Post and Judith Martin	MRU	LMA						A Christmas Carol	DME		Credo Curriculum Check: Do You Know Our Credo Curriculum?	TWO
14th December	Attendance & Achievements	AHA	MRU									Be Kind: Considerate of Others in our Community	MRU
											Xmas		
											Xmas		
4th January 2027	Attendance	TGA	TWO						The Bamboo Tree	VDU		Work Hard: Organised and Well Equipped (Uniform)	LMA
11th January	Who are we at CMA?	CFR	AHA			HE Careers			You think you know me - Ayaan Mohamud	HMA		Be Kind: Well Mannered	CFR
18th January	Holocaust memorial Day - Viktor Frankl?	ABA	LMO					Recorded as	The diary of a young girl/Anne Frank	LMO		Build Your Character: Resilient	TGA
25th January	Friendly - The free hugs campaign?	DGI	MRU						The Catcher in the Rye	AWA		Work Hard: Knowledgeable	MTH
1st February	Resiliant - Nick Vujicic	CFR	MTH						Wonder by R.J. Palacio	RVA		Be Kind: Respectful of our Environment	AHA
8th February	Knowledgeable	LMA	TGA		Careers	Careers	Careers		The Guest House	AWA		Be Kind: Considerate of Others in our Community	MRU
											Half term		
22nd February	World book day	DME?	AWA						WBD	LMO		Build Your Character: Responsible	JSI
1st March	Careers at CMA / National careers week	CRO	DGI						A street cat named Bob	MTH		Work Hard: Hard Thinkers	AHA
8th March	Considerate of others - Wangari Maathai	AHA	TWO						Apollo 13 mission	VSI		Credo Curriculum Check: Do You Know Our Credo Curriculum?	TWO
15th March	Poetry in Voice 2.0	AWA	MTH		HE - careers				The Boy, the Mole, the Fox and the Horse	OHI		Be Kind: Considerate of Others in our Community	MRU
											Easter		
											Easter		
5th April	Attendance & Achievements	TWO	LMA						Still I Rise	AWA		Build Your Character: Ambitious	MTH
12th April	Belonging	LMA	CFR						The Outsiders by S.E. Hinton	VDU		Work Hard: Inquisitive	LWO
19th April	Attendance	TGA	TWO									Be Kind: Respectful of Our Environment	LMA
26th April	Organised and well equipped - James Dyson	DGI	VDU						Decision fatigue	EHA		Build Your Character: Confident	CFR
3rd May	Inquisitive - Tim Berners-Lee	TWO	ABA						The Social Network	AMA		Work Hard: Knowledgeable	DGI
10th May	Respectful of our environment - Jane Goodall	MRU	LMO						The climate movement	SBE		Be Kind: Friendly	JSI
17th May	Responsible	MTH	AHA				HE - careers		Kitty Genovese & the bystander effect	GSH		Build Your Character: Responsible	TGA
24th May	Hard thinkers - Boyan Slat	AHA	RVA						The Boy who harnessed the wind - William K	HKO		Be Kind: Considerate of Others in our Community	MRU
											Half term		
7th June	Diabetes awareness	MRU	CFR						What If	AWA		Work Hard: Finishing Strong	AHA
14th June	Ambitious - Sara Blakely	CFR	LAP					No assembly	The Alchemist by Paulo Coehlo	MTH		Reviewing our Credo Curriculum	TWO
21st June	Knowledgeable	TWO	CFR	Careers			No assemb		War of the Worlds by H.G. Wells	JBU		Credo Curriculum Check: Do You Know Out Credo Curriculum?	TWO
28th June	Next steps for the year ahead	CFR	TWO		Poss no ass	Poss no as			The Butterfly Effect	VDU		Be Kind: Considerate of Others in our Community	MRU

Assembly Guiding principles

- Formal assembly led by SLT
- Each assembly to focus on an element of the credo
- Each term to end with a Celebrating Success assembly.
- Topical talks to run alongside these.
- CMA reads to align with either assembly or topical talks

Year 7	Mon	Tues	Weds	Thurs	Fri
	Attendance & behaviour in planners, spin wheel & headlines	Credo curriculum	Topical talk	Getting to know you	Formal assembly (register at line up and take in as soon as register is complete)