

SMSC & Fundamental British Values at The Kingston Academy – Summary Report

May 2018



Evidence of Promotion of SMSC and Fundamental British Values within TKA

SPIRITUAL - enabling pupils to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

Subject Area	Evidence
English	<p>In English we study poetry, novels and non fiction that allow pupils to share their personal views and reflect on those of others. We study 'Curious Incident of the Dog in the Night- Time' where the pupils learn to understand the needs of people with ASD. We also read Barnaby Rookwood with Year 7 which deals with a boy who struggles to fit in in his own society and travels the world experiencing life around the world. We study diverse range of poetry from Benjamin Zephaniah to Wilfred Owen which allows the pupils to hear different ideas and perspectives. Through discussion and analysis of a range of non fiction we allow pupils to formulate and challenge their perspective on life and explore their interests.</p> <p>Such ideas are explicitly addressed when we examine characters in literature, examining what they believe and represent.</p> <p>Pupils are always given a chance to be reflective on how their own personal experiences affect their understanding of a given task and are assisted to understand the views of others. This is achieved in my 1:1 work with pupils, group literary work and tutor time. Also throughout my approach in dealing with children in and outside of the classroom.</p>
STEM	<p>We have studied examples of influential women and men in STEM fields and the difficulties they may have faced delivered in either assemblies or Going Beyond (Girls in STEM session).</p>
Humanities	<p>This is integral to Geography as is the ability to empathise with others and assess how different stakeholders will view changes to the world around them. It also allows students to challenge their own assumptions (and the assumptions of others). For example, the One Child Policy in China can be seen as having been a success by some and a disaster by others. Students will debate these view points and come to an opinion of their own.</p> <p>During the cultural week, pupils were able to explore Judaism as a member of the local synagogue visited school to deliver an assembly. Pupils have also explored religion and beliefs in Geography lessons such as Judaism and Islam in the Middle East, Bible Belt states in America and how religion has affected certain areas of Africa.</p> <p>The whole first term of Philosophy & Ethics at TKA is on the theme 'What you believe matters', and is shaped in such a way as to challenge all the pupils to think carefully about what they believe and why they believe it.</p> <p>Year 8 topic on slavery - pupils reflect on actions and attitudes; Remembrance week work - reactions to experience of war - will also be doing this in more depth for Y9 WW topic. Organisation of International Women's Day activities across school and in history lessons - challenged some pupils' stereotypical beliefs and views. Blue Plaque Challenge also focused research on different range of people - backgrounds, faith, culture, gender to allow pupils to compare and reflect.</p>

	<p>Holocaust Memorial Day - thematic activities in some lessons and in history gave Y8 pupils some insight into religious persecution - more on this will be covered in Y9.</p> <p>Diversity week - study of London's history gave brief overview of different religions, beliefs etc.</p>
Spanish	<p>We undertake exploration and research about Spanish/Latin American traditions and festivals.</p> <p>In the Spanish language, there is a substantial amount of words whose origin is Arabic. I incorporate some cultural aspects of how the Muslim culture affected Spain when the latter was part a Muslim country 5 centuries ago.</p>
Music	<p>As a teacher of Music I believe that there are often opportunities to reflect on beliefs, feelings and values through the medium of music. Through listening and discussing music and the creative processes behind it, we often identify differences in opinions and feelings. I always encourage my students to appreciate the differences in their own musical tastes, their classmates' and the wider world and I endeavour to remind my students that differences in opinions, feelings and values are often what make our communities so exciting.</p>
Art	<p>In Art, the first topic in Year 7 is about Identity and the self. This is framed within a wider context of global identity, looking at how different times and cultures have represented themselves and others. Pupils are encouraged to be open about what makes them who they are and what is important to them - often rooted in beliefs, customs and family/cultural values. As part of this topic, they are sharing often quite personal work with their peers and acknowledging difference in a safe environment. The topic of identity is revisited in each consecutive year, linked with social history of art.</p>
Form time / Assemblies/Going Beyond	<p>Through House Assemblies pupils are given opportunities to reflect on a wide variety of different issues through their own beliefs, and relate them to our core values. Pupils are encouraged to consider the viewpoints and perspectives of people from other faiths and cultures.</p> <p>During ASPIRE smart sessions students are asked to reflect on certain experiences.</p> <p>When issues such as terrorism have occurred I have encouraged pupils to ask questions in order to improve understanding of what is occurring round the World and why.</p> <p>Assemblies on community, faiths and tolerance.</p>

SPIRITUAL - Evidence that the school enables pupils to have a sense of enjoyment and fascination in learning about themselves, others and the world around them.

Subject Area	Evidence
English	<p>In the opening topic in Year 7, the pupils find out more about their past and how their lives are shaped by our core values of Resilience, Integrity, Generosity, Fulfilment and Creativity. As mentioned in the previous response our theme of 'Journeys' in Year 7, 'Identity' in Year 8 and 'Conflict' in Year 9 allow us to enable the pupils to explore the world around them and learn more about how they feel.</p>

<p>STEM</p>	<p>As Science Curriculum lead, I encourage pupils studying science to be inquisitive and curious about the world around them, and to constantly ask questions and be curious about why things happen in the way that they do. Having a sense of wonder about the universe has a spiritual dimension.</p> <p>Ensuring that there are real-life, relevant, up-to-date links in Maths lessons/ form time. Regular opportunities to solve problems</p> <p>Pupils are offered STEM challenges either in Going Beyond, lessons or STEM challenge days based on real life applications and requiring teamwork and pupils to challenge themselves</p>
<p>Humanities</p>	<p>WW1 poetry is a fascinating way to enable students to engage with the wider world around them. When undertaking study in this important poetry topic, I encourage students to make use of the CWGC (Commonwealth War Graves Commission) site to research their own family background to understand more about their own family links to such an important event that happened 100 years ago. Many students go on to conduct additional family or cultural research as a result.</p> <p>When exploring Islam and the Middle East, pupils enjoyed listening to those in the class who were Muslim. This was evident when studying famous female Muslims in particular.</p> <p>Geography allows pupils to investigate others. For example students learn how the Masai live traditional (pastoralist) lifestyles.</p> <p>Linking topics to own history e.g. finding out about own family's history; presenting about the year you were born; researching on this day in history. Interviewing family members as part of their homework. Trips to Hampton Court and Tower of London to reinforce learning.</p> <p>The final term of year 8 is given over to the theme 'A thirst for the divine' and considers what worship is and what motivates religious/spiritual activity.</p>
<p>Spanish</p>	<p>We undertake comparisons of way of life in Spanish speaking countries.</p>
<p>Music</p>	<p>I have produced schemes of work that cover a wide variety of genres of music. I take a very practical approach to my teaching, which I believe encourages students to be more curious about their own learning.</p>
<p>Art</p>	<p>Through the study of Art from different cultures, e.g. Mexican Day of the Dead as a Y8 Going Beyond project.</p> <p>Through sketching and designing students are always encouraged to express themselves and their interests.</p>
<p>Form time / Assemblies/Going Beyond</p>	<p>In the opening topic in Year 7, the pupils find out more about their past and how their lives are shaped by our core values of Resilience, Integrity, Generosity, Fulfilment and Creativity. Our theme of 'Journeys' in Year 7, 'Identity' in Year 8 and 'Conflict' in Year 9 allow us to enable the pupils to explore the world around them and learn more about how they feel.</p> <p>We promote a growth mind-set in all that we do through our core values - RIGFC</p>

SPIRITUAL - Evidence that the school enables pupils to use their imagination and creativity in their learning.

Subject Area	Evidence
English	We do many creative writing pieces in all year groups, which allow the pupils to express their imagination and creativity. From creating their own chocolate factory in Year 7 to developing their own fictional villain in Year 8, there are many opportunities to be creative.
STEM	<p>By giving a variety of problem-solving opportunities, especially to those HPA pupils who have a solid knowledge base.</p> <p>Pupils are encouraged to display creativity in elements of design in the productivity unit in Year 7. Their imagination is required in developing solutions to problems using code.</p> <p>I always try to allow pupils time to find their own approaches to problems rather than imposing restrictive "solutions".</p> <p>STEM challenges in either Going Beyond, lessons or STEM challenge days where imagination and creativity are key.</p> <p>Good mathematicians are able to solve problems using imaginative and creative approaches. Provide many opportunities for them to be able to do this.</p> <p>I always encourage pupils to be creative in their approach to mathematical problems. Some of the investigation work we did at the end of last year allowed pupils to be particularly creative. In addition two year 8 pupils entered a national maths competition in which they independently produced a short film with a 'Mathematical Surprise'</p>
Humanities	<p>Role playing exercises are used requiring pupils to put themselves in the shoes of someone who believes something they do not, pupils need imagination and creativity for this exercise.</p> <p>Presenting researched information or their own opinion on an argument. For example, creating a series of questions about the "wonders of Dubai" and then creating an information poster to be presented to the class.</p> <p>Variety of task - presentation - written and visual; group work; choices on how to present and explain work - diaries, newspapers, PowerPoints, songs, essays.</p>
Spanish	<p>When doing writing activities, let them create a piece of work where they can just be creative with the grammar structures and vocabulary learned in lessons</p> <p>Giving pupils real-life scenarios of writing to a penpal or for a particular audience</p>
Music	My subject lends itself very well to creativity and use of imagination. Practical music making allows pupils to be creative, building confidence and imagination.
Art	This is key to the Art curriculum at TKA, where imagination and creativity are encouraged at all times through lessons, homework tasks, Going Beyond, Art Club. In addition, a number of cross-curricular whole year/whole school initiatives allow for maximum impact across the school, e.g. IWM trip, NPG trips, manga workshops, Fourth Plinth Competition, TKA pavilion competition.

<p>Form time / Assemblies/Going Beyond</p>	<p>Pupils are encouraged to develop creativity through their KS3 Dance unit where all pupils are required to develop Motif's in line with the theme set.</p> <p>We encourage this approach with teaching staff and this is supported by the amount of rewards given for creativity.</p>
<p>PE</p>	<p>Modelling within my planning to create new and innovative tasks for the pupils to participate in. Rewarding innovation and risk taking by pupils to think outside the box and challenge the task that has been set within the rules of the game.</p>

SPIRITUAL - Evidence that the school enables pupils to reflect willingly on their experiences

Subject Area	Evidence
<p>English</p>	<p>We require the pupils to respond to the feedback in their books with insight and reflection. We also use plenary to find out how the pupils have felt about their learning. We have also had the pupils complete a pupil survey about their experiences in English.</p> <p>Personal response is a key element of student engagement with texts and ideas (both fiction and non-fiction).</p> <p>We require the pupils to respond to the feedback in their books with insight and reflection. We also use plenary to find out how the pupils have felt about their learning. We have also had the pupils complete a pupil survey about their experiences in English.</p>
<p>STEM</p>	<p>This is achieved regularly throughout many different aspects of the teaching day i.e. reflection on a lesson, test, topic to develop next steps, through marking and feedback and with most communication with pupils.</p> <p>Through class discussions that focus on ethical dilemmas in a scientific context e.g. organ donor cards, genetic engineering etc.</p> <p>Create opportunities to discuss where they might have faced a challenge/ been particularly successful. In transition role, plan to use pupil voice to reflect on their first few weeks at TKA and then throughout the year.</p> <p>Through feedback of homework and assessments, students are asked to use red pen to reflect and act on their experiences.</p>
<p>Humanities</p>	<p>Openly allowing (and encouraging) pupils to share their religious experiences when applicable in geography lessons.</p> <p>In History - Holocaust memorial day work, Remembrance Day. Aspire -SMART - every session starts with a 'thunk'.</p> <p>Because of the number of different disciplines in Geography, students will often be asked to give peer feedback on tasks or to self evaluate using their "The Geography Way" booklet. They will also consistently need to reflect on their own experiences of the world and other groups of people to help them to empathise with the new situations and debates they need to assess.</p>

	P&E lessons frequently include discussions, which help to provoke such reflections, and give opportunity to process them both privately and publicly, as far as the pupil is comfortable doing so.
Spanish	<p>Lots of questioning and discussion on meta-cognition and opportunities for self-reflection built into lessons - why is this your answer? How did you arrive at it?</p> <p>In class, encouraging pupils to reflect on their achievement when they have persevered and worked through a problem by themselves, rather than relied on my support to solve it for them.</p>
Music	I always try to encourage pupils to reflect on their work and progress at various points in the lesson. I try to challenge my students to be honest and often facilitate this with word banks and scaffolding.
PE	Pupils are regularly encouraged to self-reflect on their development in PE and are required to focus on the development on their skill level and or their ability to analyse a sporting situation. In my delivery of Social Skills to the SRP pupils, I also encourage pupils to reflect on different social situations in order to be able to model positive behaviour.

Moral – Recognise the difference between right and wrong and readily apply this understanding in their lives; understand legal boundaries and in so doing respect the civil and criminal law of England

Subject Area	Evidence
English	<p>Exploring the nature of good and evil in Lord of the Flies. Looking at the organisation of society in An Inspector Calls and Animal Farm</p> <p>Through the novels, poetry and non-fiction we study there are many opportunities to discuss the law and boundaries that are acceptable in our country. Through Christopher's brushes with the law in Curious Incident to the feral nature of the boys in 'Lord of the Flies', there are many opportunities for discussion and development of ideas.</p> <p>Through reflective writing tasks and by analysing character motivations in works of literature</p>
STEM	<p>By giving a variety of problem-solving opportunities, especially to those HPA pupils who have a solid knowledge base.</p> <p>Very clear guidance given with regard to drug and alcohol use in Y7 science, in terms of the impact on the human body and legal boundaries.</p> <p>We often discuss the morality of different science experiments/discoveries</p> <p>The Cybersecurity unit in Year 8 covers a number of laws as well as hacking.</p>
Humanities	When studying a unit on Africa, pupils also studied FGM. All pupils were very clear in their beliefs that this was immoral.

	<p>This is again a fairly frequent subject in P&E, especially the E part: Ethics. Pupils are encouraged to think not only about what they believe to be right and wrong, but why they hold such beliefs.</p> <p>Using up to date science in the news articles as stimuli.</p>
<p>Music</p>	<p>When working as a pastoral leader in the past, and more recently as a form tutor in my previous school, I have become confident at helping students develop a firm understanding of the difference between right and wrong. Scenario based teaching and learning helped my students to apply their understanding of the rule of law. I hope this is something I can continue to develop at TKA.</p>
<p>Form time / Assemblies</p>	<p>Through House assemblies on Generosity & Integrity but also in one-to-one pastoral conversations with pupils in house meetings.</p> <p>Opportunities should always be seized when contextualising and applying rules in school (i.e. how might this relate to 'adult' life, why is this relevant etc..?)</p> <p>This is covered in Aspire Smart sessions, assemblies and through visiting speakers. Whilst morals are dealt with through specific Year 7 sessions that I have been and will continue to deliver, I have not taught civil and criminal law specifically. I have however, touched on some key British civil rights campaigners and social reform through visits to NPG e.g. women's suffrage, FGM and campaign for sexual equality.</p> <p>Through school rules, expectations and our core values I assist children with their understanding of the above throughout the school day.</p> <p>Form time/ assemblies. Current, relevant issues chosen to be the focus. When talking to pupils about behaviour choices, giving them chance to identify what went wrong, why and potential consequences.</p> <p>Behaviour policy and consequences. Restorative conversations.</p> <p>Aspire-SMART and House assemblies e.g. Hacksaw Ridge Assembly; kindness assembly.</p> <p>Scenarios that are explored through Aspire Smart sessions during tutor time looking at themes related to our RIGFC core values.</p> <p>Some evidence of this again in the delivery of Social Skills pupils explore situations that are socially unacceptable, including inappropriate use of ICT.</p>
<p>PE</p>	<p>Through the rules and regulations that are required to be learnt in order to play sports.</p> <p>Through the teaching of the rules of the games and using these within lessons. Teaching of sportsmanship and ethics within sport and holding discussions with pupils to enable them to understand how this relates to their lives outside of sport.</p>

Moral – Understand the consequences of their behaviour and their actions

Subject Area	Evidence
English	<p>An Inspector Calls and A Christmas Carol explored moral responsibility.</p> <p>Through reflective writing tasks and by analysing character motivations in works of literature</p>
STEM	<p>By giving a variety of problem-solving opportunities, especially to those HPA pupils who have a solid knowledge base.</p> <p>Cybersecurity topic and also discussions in tutor time about how our actions affect others.</p>
Humanities	<p>An integral issue of MEDCs is how the people within them as individuals are impacting the world through global warming and the consequences it will have on others.</p> <p>The consequences of ethical decisions is a concept we consider in P&E, so this helps at a theoretical as well as a practical level.</p>
Music	<p>I make my own expectations very clear in my teaching, helping students to understand the difference between right and wrong in the classroom. I always aim to enforce this in a positive way; praising students for making good decisions in class.</p>
Form time / Assemblies	<p>Reference to previous behaviours and choices and the linked consequences; references to other, generic student stories where the right decisions have not been made and the related consequences.</p> <p>Throughout my pastoral role in school, I have used restorative justice to help pupils overcome problems. I have also allowed pupils to suggest which consequence they feel as though they deserve. This works particularly well as pupils reflect on their actions and are content with the consequence (as they have chosen it).</p> <p>As Lovelace HoH I resolve issues between pupils by encouraging pupils to consider the disagreement from the perspective of the other pupil. I discuss with the pupil the consequences of their actions and get them to consider and formulate alternative strategies to deal with future situations.</p> <p>Social Skills looks at social etiquette, social norms and how an individual can identify whether those around them are putting them at risk.</p> <p>Taking time to listen and talk to them when they come into the office</p>
PE	<p>Modelling what is acceptable within the rules and what happens if rules are broken during games. Relating the effects of broken rules in sport, and the way this makes us feel as individuals, and how this relates to lives outside of sport.</p>

Moral - To what extent do you develop pupils' interest in investigating and offering reasoned views about moral and ethical issues and each pupil's ability to understand and appreciate the viewpoints of others on these issues

Subject Area	Evidence
English	<p>As a tutor and an English teacher, this is part of my everyday teaching. Through all the texts, I have mentioned we are able to challenge and reason with the views of the pupils. There are moral dilemmas in all novels as well as in many poems and we often look at them from several viewpoints and I will play devil's advocate if necessary!</p>
STEM	<p>By giving a variety of problem-solving opportunities, especially to those HPA pupils who have a solid knowledge base.</p> <p>Through structured debates on ethical issues in science.</p> <p>Using statistics in Maths lessons to back up arguments/ work out the probability of something happening.</p> <p>This is evident in the way I would approach and teach several science topics, e.g. stem cell research etc.</p>
Humanities	<p>Coordinating a number of different surveys, which have asked pupils about their morals. Pupils have also studied crime within geography and have been encouraged to have frank and open discussions about morals.</p> <p>Using evidence in history - interpretations - this helps pupils understand there are different viewpoints and the importance of context. In Y7 and Y9, the more moral aspects of this are touched on in relation to treatment of the poor but pupils will do much more in this in Y9 as part of 20th century studies - British and USA history.</p> <p>The debate "Is Dubai sustainable?" looks at the moral verses economic benefits of exploiting others in less fortunate situations.</p> <p>Again, this is particularly relevant in P&E. (It also was in Going Beyond Debating.) Pupils are encouraged to think through ethical questions from a variety of angles and are encouraged to think critically about their own viewpoints.</p>
Art	<p>This is discussed during Art lessons when appropriate, often linked with social history, e.g. why are there so few women exhibited in art galleries worldwide?</p>
Form time / Assemblies	<p>Through P&E, debate club, School Council and Going Beyond debating programme</p> <p>Working with SEN children and other children's responses to these children, it is very important that throughout my day that the children I work with understand social expectations and views as well as assisting those around by helping them promote understanding, patience and empathy.</p> <p>Ability to facilitate fair class discussions. Having a no hands up approach and selecting pupils to answers questions, then building on this with other pupils being able to agree or disagree as long as they state why and give reason. Linking to showing respect for others based on set expectations.</p>

Social - To what extent do you develop pupils ability to use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

Subject Area	Evidence
English	In drama lessons, pupils are encouraged to work in a range of groupings with respect. The school is diverse in its ethnicity and social- economic backgrounds and through knowing my pupils very well I am able to ensure that everyone has a voice and is able to contribute in class.
STEM	<p>By giving a variety of problem-solving opportunities, especially to those HPA pupils who have a solid knowledge base.</p> <p>Through seating arrangements and plentiful use of paired discussions</p> <p>I carefully consider my seating plans and update them regularly to ensure that pupils work with those they would not normally socialise with, in order to develop their ability to work with a wide range of different pupils.</p> <p>Collaboration is a key element of my teaching approach. Groups formed in different ways to ensure all are given the opportunity to work with each other. Vertical tutor groups. Inviting TKA pupils to work with pupils from local primary schools.</p>
Humanities	<p>Organising cultural week showcased the different backgrounds of pupils. It allowed pupils to sample foods from other cultures, take part in a variety of activities and speak to guest visitors from different backgrounds</p> <p>Teamwork is integral to Geography as a topic, including those of other faiths and beliefs, being able to debate and come to a compromise.</p>
Spanish	Pair and group work is an integral part of nearly every language lesson, developing oral and problem-solving skills. Seating plans (which are regularly amended) ensure that pupils interact with a range of different pupils from different backgrounds and ethnicities.
Music	Music lends itself very well to developing pupils' social skills through practical activities. Students are often required to work in groups and this helps to cultivate good listening and teamwork skills.
Art	Group work is encouraged in Art lessons.
Form time / Assemblies	<p>The House system promotes integration and competition, respect for others and the contribution they make. Vertical tutoring will enable us to promote this area of our work better.</p> <p>Harnessing opportunities to work with students from other school settings (e.g. primary and other secondary schools)</p>
PE	<p>Team sport, OAA, Dance, different groupings of pupils who are from different genders, social and ethnicity.</p> <p>Managing the groups/pairs that pupils work with within the lesson and not allowing pupils to select their own groups. Pupils are aware of this so they ultimately have to develop their social skills and work as a team to succeed within their group.</p>

Social - To what extent do you develop pupils willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

Subject Area	Evidence
English	Through mixed ability/gender group work and getting students to feed back.
STEM	By giving a variety of problem-solving opportunities, especially to those HPA pupils who have a solid knowledge base. We have sent pupils over to Fern Hill to help out with maths events.
Humanities	Leading trips to Wales and Iceland, which will allow pupils to be involved with other communities. Organising a Community Morning, which will engage the local community at the benefit of pupils. Some pupils were inspired by global warming lessons.
Form time / Assemblies	Making them feel able, through positive reinforcement and feedback. Self and peer reflection of actions within the lesson. Facilitating discussion and allowing pupils the time to overcome the challenges they face. An area we are developing in our work through WRL, D of E and looking again at our approach to pupils self-regulating their behaviours and that of their peers. The Going Beyond programme is designed to develop a pupil's sense of duty to community, particularly through the conservation programme. The outdoor activities programme has a focus on developing pupil's abilities to co-operate with each other and develop teamwork. Our ethos around having a conversation with pupils to address their behaviour and help them to develop the skills to resolve future conflicts. The Going Beyond programme also involves teamwork and cooperation. Students are encouraged to join clubs in school and use these clubs to build friendships and develop the social skills necessary to participate in such and environment. All pupils are required to attend an extra-curricular activity and this requires them to work and cooperate with a range of pupils across the school. We also run a paired reading session every week where pupils from different year groups work together to improve their reading skills and interest in books. When there are conflicts in lessons and around the school, I will spend time with the pupils to discuss how they can resolve their conflicts.

Social - To what extent do you develop pupils ability to have an 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Subject Area	Evidence
English	Ensuring that a range of texts/extracts are studied in English and that these choices represent all social/cultural groups in Modern Britain. (Might be a nice idea to plan a module of work, which solely focuses on 'Modern Britain' as a theme).

	<p>This is integral in everything I do in the English classroom as a member of the TKA community. It is my job to support and challenge beliefs whilst valuing the fundamental British values. Everyone has a voice in my classroom and pupils are actively encouraged to challenge the views of others and discuss current affairs. We were studying 'Composed on Westminster Bridge' the day of the terrorist attack and in the subsequent lessons we discussed many of the anxieties felt by the pupils.</p> <p>In debates and by talking to the class, I often emphasise the idea of plurality - that there always are contrasting arguments, views, and beliefs.</p>
STEM	By giving a variety of problem-solving opportunities, especially to those HPA pupils who have a solid knowledge base.
Humanities	<p>Through lessons such as those based on crime. For example, pupils have looked at hypothetical examples of when crimes have taken place and the morals associated. This included crimes such as fraud, littering, environmental crimes and being a vigilante. Pupils have also studied migration and the British Values associated with inclusivity.</p> <p>Election lessons for General Election - Y7 and Y8. IWD activities; Diversity week - London's multicultural history. Y7 and Y8 focus on British history that traces the changing political history of the country from monarchy to democracy; studies social history of the country to see how we have developed as a nation.</p> <p>Many varying beliefs and perspectives are considered in P&E in a context of respect and tolerance. Pupils are encouraged to think critically, debate rigorously and communicate respectfully, thinking carefully and behaving courteously.</p>
Art	<p>As part of the social history of art that grounds the TKA art curriculum, there is ample opportunity to learn from and respond to individual and group stories of difference, e.g. Frida Kahlo as a minority Mexican female artist who suffered chronic pain her whole life; Alison Lapper, disabled artist and sitter for a Fourth Plinth statue; the late Zaha Hadid a celebrated Iranian female architect.</p> <p>Current issues that affect young people now, e.g. FGM, are tackled head-on with opportunities such as hearing female rights campaigner Leyla Hussein speaking at NPG and attending a Q&A with her. I would like to develop this link and invite her charity to visit TKA and do more about human rights with the whole school.</p>
Form time / Assemblies	<p>We promote a culture of fairness, governed by a set of principles and expectations. Pupils have developed their own Code of Conduct/Behaviour charter - rule of law. Staying safe online and laws that govern this. Mock elections also develop pupils awareness and understanding of democracy. Exploring themes on FGM through Women's Independence Day. Creating a harmonious and inclusive community, such as with the integration of our SRP pupils.</p> <p>Through House assemblies which focus on the values of democracy, liberty, respect and tolerance e.g. house assembly delivered on the history of the suffragette movement; house assembly delivered on gratitude for what we have in democratic countries.</p>

	<p>Weekly assemblies cover a range of topics that explore the themes of democracy, faith and mutual respect. These elements are also explored in PSHE sessions.</p> <p>General ethos around the school and in lessons. Through RIGFC values - particularly integrity and generosity. Assemblies, form time.</p> <p>Discussions in Aspire Smart sessions and debates in tutor time based on current affairs.</p>
PE	<p>Through the game play of team sports, by highlighting the social aspects of sport to pupils, asking pupils to think about the best forms of getting views across, using rules of sport to show the link between how they are similar to rules of society</p> <p>I facilitate the environment for pupils to demonstrate mutual respect for other and their attitudes and beliefs. Creating a safe environment within my lessons.</p>

Cultural - To what extent do you develop pupils understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

Subject Area	Evidence
English	<p>Texts and contexts from the British literary and cultural heritage</p> <p>Through Shakespeare, poetry and novels we are able to appreciate and explore a diverse range of cultural influences and the pupils are encouraged to discuss their own experiences in relation to them.</p>
STEM	<p>By giving a variety of problem-solving opportunities, especially to those HPA pupils who have a solid knowledge base.</p> <p>History of maths- mathematicians from all over the world.</p>
Humanities	<p>School cultural week – a whole week of activities dedicated to understanding the cultures of others.</p> <p>International food day – pupils are encouraged to bring in regional food from their home countries and all can try out the huge variety of different foods on offer.</p> <p>Social history studies e.g. changing life from the middle ages to today; history of multicultural London.</p> <p>Considering various different world religions gives much opportunity to pupils for them to develop an appreciation of a wide range of cultures.</p> <p>Delivery of Capoeira to KS3, origins of which stem from Slavery.</p>
Spanish	<p>I have set up a language exchange and a cultural trip to Spain that will help pupils to enhance their knowledge and understanding of foreign culture and heritage. As part of the Y9 Going Beyond, I will also be running a programme together with schools abroad in which pupils will compare and contrast their culture and explore their sense of nationality.</p>
Music	<p>Music is a subject that helps to facilitate this with ease. The Music schemes of work cover a wide range of musical genres from all over the world. This helps to promote appreciation and an understanding of a number of different cultures.</p>
Art	<p>Wide variety of cultural visits and projects e.g. referencing the influences of the Mexican Day of the Dead.</p>

Form time / Assemblies	<p>Cultural Week and the P&E curriculum specifically promote this work. Where in the World at TKA will also raise this profile but we should do more here.</p> <p>As form tutor and HoH, I encourage pupils to talk about cultural influences that have shaped their own beliefs.</p>
PE	Experiencing the dance of different cultures.

Cultural - To what extent do you develop pupils 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

Subject Area	Evidence
English	We study poetry from a range of cultures in Year 9 and Barnaby's travels in Year 7 allow the pupils to appreciate different cultures. The pupils also do presentations about their cultural background in Year 7.
STEM	<p>By giving a variety of problem-solving opportunities, especially to those HPA pupils who have a solid knowledge base.</p> <p>I have made an effort to have a diverse classroom display with role models from a different genders, religions etc.</p>
Humanities	<p>Again, this is important when empathising with others as a key part of the geography curriculum. For example the different groups that are present within the British Isles, where they originated and how they came to be in the British Isles.</p> <p>Various religious and philosophical viewpoints are discussed, and pupils are often encouraged to share their own viewpoints and religious beliefs. Sometimes, for example, Muslim pupils will help explain to the class the reasons behind their religious practices.</p>
Spanish	<p>I have set up a language exchange and a cultural trip to Spain that will help pupils to enhance their knowledge and understanding of foreign culture and heritage. As part of the Y9 Going Beyond, I will also be running a programme together with schools abroad in which pupils will compare and contrast their culture and explore their sense of nationality.</p> <p>In Spanish lessons, pupils are likely to be asked to undertake projects based on the traditions of the Spanish-speaking world and this will broaden their cultural horizons and awareness. Earlier this week, for example, we had a mini discussion about the pros and cons of the Spanish afternoon siesta, as this came up by chance.</p>
Music	As well as a number of world music schemes of work, the Music curriculum at KS3 will also include a number of topics that are closer to home, focusing on British musical cultures. The Going Beyond programme will challenge pupils to discuss their own differences in musical tastes and those in the wider community.
Art	<p>Differences are acknowledged and an environment of mutual respect encouraged in lesson time, tutor time and around school. Bullying and racist comments or prejudice against another pupil is not tolerated and dealt with quickly by the teaching staff and pastoral team as appropriate.</p> <p>There is a clear process in place that all staff are aware of, I believe. The differences within the cohort are perhaps not explicitly identified, but I see this as</p>

	a positive reinforcement of the fact that we are a diverse and rich community rather than a gathering of different 'factions'.
Form time / Assemblies	Through encouraging my form tutor team to deliver assemblies on their cultural background e.g. MBR delivered an assembly on Gaelic Sports. Whole school ethos. Form time- discussion about relevant religious festivals celebrated by form members.

Cultural - To what extent do you develop pupils' knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain?

Subject Area	Evidence
English	We study 'London' poetry in Year 8 and 'Lord of the Flies' in Year 9. Both enable discussion of the role of democracy in our country.
STEM	By giving a variety of problem-solving opportunities, especially to those HPA pupils who have a solid knowledge base. Explanation of Acts in Cybersecurity, and coverage of controversial legislation, such as the Communications Data Bill, known as the snoopers' charter.
Humanities	Lessons - comparing the US election to the UK democratic process. Also, allowing pupils to watch the news in my classroom before school allows the opportunity for discussions to be had, particularly surrounding the 2017 snap General Election. Study of Britain's political history from monarchy to constitutional monarchy. Co-ordinating TKA General Election; Also reference to US election earlier in year as a comparison of different political systems. Study of the British Isles informs students on how the different countries within the British Isles are governed.
Form time / Assemblies	Mock elections. Visits from MPs. Visit to the House of Commons to meet our MP. Time is given in assembly and aspire smart when a key democratic event or change is afoot, e.g. Brexit, General Election, US presidency. Pupils are encouraged to know about social and political parties and make informed decisions of their own in mock voting sessions at these moments.

Cultural - To what extent do you develop pupils' willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities?

Subject Area	Evidence
English	range of artistic and creative opportunities within the subject as well as offering a variety of extra-curricular competitions and opportunities.
STEM	By giving a variety of problem-solving opportunities, especially to those HPA pupils who have a solid knowledge base. 2 year 8 pupils entered a national competition in which they independently researched Pi and produced a short video clip. Creative work done in Minecraft Club, both in creating worlds and participating in the ESports event.

Music	As a musician, creativity is at the heart of my teaching and I encourage it as much as possible. I also appreciate the need to collaborate with and support colleagues who are providing other creative and sporting opportunities for students and I look forward to doing so at TKA.
Art	As previously answered re Art curriculum and beyond, pupils are given many opportunities to participate and celebrate their achievements in artistic activities, e.g. Arts Award qualifications for all original history makers and annual whole school art exhibition at Kingston College.
Form time / Assemblies	<p>Huge range of opportunities and the Year 9 GB programme will enable pupils to self select. School play, music tuition, summer concert, A Capella, choir all opportunities for pupils to engage.</p> <p>Showing an active interest in pupils' activities outside of school. Nominating a Year 7 pupil for a Jack Petchey award for his involvement in karate.</p> <p>PPG funding used to pay for trips, sport coaching, and music tuition as appropriate so that money is not a barrier to this. Ensuring parents know that this is a priority of the school.</p> <p>All students are asked to join a club and participate in enrichment whether it be sporting or musical.</p> <p>I run a 'craft club' at the school to encourage creativity. I have run the school choir and participated in school concerts by preparing pupils for performances. I also play with the school orchestra when possible. I have accompanied pupils on visits to museums and theatres.</p>
PE	<p>Sports from difficult cultures, dance as an artistic and creative process.</p> <p>PPG/Athletics squad trip to the Para World Athletics Championships July 2017.</p>

Cultural - To what extent do you develop pupils' interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Subject Area	Evidence
English	<p>We study a range of poetry from different faiths and cultural identities. The novels we teach allow the pupils to explore the traditions of the countries in which they are set or the places they visit. Barnaby Rookwood is particularly good in developing interest and exploring other cultures.</p> <p>In debates and by talking to the class, I often emphasise the idea of plurality - that there always are contrasting arguments, views and beliefs.</p>
STEM	<p>By giving a variety of problem-solving opportunities, especially to those HPA pupils who have a solid knowledge base.</p> <p>Research into female Scientists on International Women's Day</p>
Humanities	<p>International women's week programme of celebrating female artists, Leyla Hussein and future plans to mark Black History month, including a trip to Tate</p>

	Modern. Cross curricular trip abroad to Madrid to study the collection of the Spanish Monarchy at The Prado.
Spanish	The nature of language teaching means that pupils are exposed to a different culture and I incorporate projects in which pupils can research to try to foster this.
Form time / Assemblies	<p>Throughout my general approach to school, both academic and pastoral. Involving organisations such as Metro to work with pupils about different groups of people in society demonstrates this</p> <p>As HoH I have successfully resolved a number of issues that have arisen between pupils of different backgrounds by getting pupils to understand different perspectives and the importance of respect for different faiths and cultures.</p>