

<p>with change within a family, including the birth of a sibling, divorce and death. Students are encouraged to reflect on their experiences.</p> <p>Year 9 : Health and Wellbeing. Students consider the importance of valuing oneself and so making positive choices</p> <p>Year 10: Staying safe in relationships explores students’ personal sense of self and identity with their family, the meaning of family and their own feelings about their life goals in this regard.</p> <p>Year 10 &11 – Students are explicitly taught the importance of self esteem as a protective factor against sexual promiscuity, substance abuse, grooming, sexual exploitation, radicalization and extremism.</p> <p>Art Use creativity and imagination</p> <p>Year 7: Expressing emotions and feelings through Art.</p> <p>Year 8: Look at experiences and values of cultures around the world – japan.</p> <p>Year 9: Identity projects in Art.</p> <p>GCSE: Learning about art forms from artists around the world and how this relates to themselves and their</p>	HWB		to gambling; pornography Year 9&10 : RSE Looking at the issues of consent; sexting; power imbalance in a relationship	Rel HWB	Yr 9 : HT2&4 Yr 10 : HT2-3	Year 8: Family explores the nature of family and how this is diverse. Year 8 – Government and politics – looking at the importance of democracy. Year 9: Coping with and avoiding anti-social behaviour covers bullying, crime, consequences of actions, vandalism and antisocial behaviour, including County Lines and gangs. Year 9: Healthy balanced lifestyle explores drugs and modern culture, self-esteem in relation to this and healthy body: healthy minds. Year 10: Sports leaders all learn skills of communication and volunteering with younger students. Year 10: Staying safe explores issues encountered as a teenager and how one keeps a balance and safe actions in these settings.	WW HT5		and the importance of being an active citizen			individual liberty, racism and the diversity of Britain and how it fits into a global community.	WW HT5		
	HWB	HT1/2	Years 8-10 - Human Rights units – Looking at human rights and how to protect these in the school, locally, nationally and internationally. Looks at issues such as the use of torture; radicalization and extremism in the Upper School	WW	Yr 8 : HT3 Yr 10 : HT4	Year 9: Coping with and avoiding anti-social behaviour covers bullying, crime, consequences of actions, vandalism and antisocial behaviour, including County Lines and gangs. Year 9: Healthy balanced lifestyle explores drugs and modern culture, self-esteem in relation to this and healthy body: healthy minds. Year 10: Sports leaders all learn skills of communication and volunteering with younger students. Year 10: Staying safe explores issues encountered as a teenager and how one keeps a balance and safe actions in these settings.	WW HT3		Art & DT All Art and DT lessons learn about the work of different designers/artists so look at cultural awareness in design	WW	Ongoing	Year 8: Politics covers the make-up, nature and purpose of government. Year 9: Crime and the justice system covers the meaning of democracy , absolute and non-absolute rights, punishment and reform.	WW HT3		
	HWB Rel	Ht1/2	Looks at issues such as the use of torture; radicalization and extremism in the Upper School	Rel	HT1	Year 9: Healthy balanced lifestyle explores drugs and modern culture, self-esteem in relation to this and healthy body: healthy minds. Year 10: Sports leaders all learn skills of communication and volunteering with younger students. Year 10: Staying safe explores issues encountered as a teenager and how one keeps a balance and safe actions in these settings.	HWB HT1-2		Art Year 8 – Japanese historical and contemporary arts and culture studies	WW	HT 5/6	Year 9: Crime and the justice system covers the meaning of democracy , absolute and non-absolute rights, punishment and reform. Year 10: Human rights covers UN declaration, rights, challenging prejudice and discrimination; who is likely to be groomed into radicalization or extremism	WW HT4		
	HWB Rel	Y 10 : HT 1-2 Y 11: HT1	Y 11 – Consideration of healthy sexual relationships avoiding coercion	Rel	HT1	Year 9: Healthy balanced lifestyle explores drugs and modern culture, self-esteem in relation to this and healthy body: healthy minds. Year 10: Sports leaders all learn skills of communication and volunteering with younger students. Year 10: Staying safe explores issues encountered as a teenager and how one keeps a balance and safe actions in these settings.	HWB Rel	All	KS4- Trips to London; trip abroad eg Amsterdam 2018	WW	HT 1 Y 11; HT2	Year 10: Human rights covers UN declaration, rights, challenging prejudice and discrimination; who is likely to be groomed into radicalization or extremism	WW HT4		
	HWB	HT1	Art Year 9/10/11: consider suitability of own work and work of others for age appropriate projects. Year 8 : Environmental issues – students research and respond to environmental issues in their art work GCSE: Art projects explore moral issues e.g. perception of teenagers, racism, social media perception of beauty.	HWB	Ongoing	Year 9: Healthy balanced lifestyle explores drugs and modern culture, self-esteem in relation to this and healthy body: healthy minds. Year 10: Sports leaders all learn skills of communication and volunteering with younger students. Year 10: Staying safe explores issues encountered as a teenager and how one keeps a balance and safe actions in these settings.	HWB Rel	HT1	English Several units in all years which focus on texts from different cultures and identities.	WW	Ongoing	Art All work discussed and respected. Own opinions given and importance of viewpoint and expression in all working.	Rel WW	Ongoing	
	HWB	HT1	Year 8 : Environmental issues – students research and respond to environmental issues in their art work GCSE: Art projects explore moral issues e.g. perception of teenagers, racism, social media perception of beauty.	WW	Ongoing	Year 9: Healthy balanced lifestyle explores drugs and modern culture, self-esteem in relation to this and healthy body: healthy minds. Year 10: Sports leaders all learn skills of communication and volunteering with younger students. Year 10: Staying safe explores issues encountered as a teenager and how one keeps a balance and safe actions in these settings.	Rel	Ongoing	Film & Media Studies Again, representation is a key aspect of study in both subjects. In the new specification we study 2 South African films dealing with apartheid issues (District 9 & Tsotsi) and a 1950s studio film set against the backdrop of colonialism (King Solomon’s Mines)	WW	Yr 11 HT1	ASDAN Year 10 : Human Rights	WW HT1		
	HWB	HT1	Year 8 : Environmental issues – students research and respond to environmental issues in their art work GCSE: Art projects explore moral issues e.g. perception of teenagers, racism, social media perception of beauty.	WW HMW	Ongoing	Year 9: Healthy balanced lifestyle explores drugs and modern culture, self-esteem in relation to this and healthy body: healthy minds. Year 10: Sports leaders all learn skills of communication and volunteering with younger students. Year 10: Staying safe explores issues encountered as a teenager and how one keeps a balance and safe actions in these settings.	HWB	Ht 1/2					Working together in groups so negotiating and resolving difficulties. Give each other constructive and positive feedback as a matter of course	Rel WW	Ongoing
	WW	HT1	Computing/Creative iMedia Year 10 Adherence to legislation and	WW	HT1	Computing/Creative iMedia Students explore ideas, feelings and meaning	WW	Ht3-4					English	WW	Ongoing

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<p>beliefs as a sense of expression.</p> <p>DT Reflection and creativity</p> <p>English and Drama Religious beliefs (particularly Biblical teaching), e.g. Romeo and Juliet, Jane Eyre, A Christmas Carol explored as part of understanding of texts. Many opportunities to write creatively poetry/prose/drama.</p> <p>In Drama students explore and interpret practically family, peer pressure and feelings.</p> <p>French Exploring how languages influence development of cultures and faiths.</p> <p>Year 9 : Students made aware of religious celebrations from French speaking countries. Year9: Routine of a Catholic child – values, family, spiritual upbringing. Year10: Understanding different faiths in France, from Catholic to Muslim culture and issues of racism.</p> <p>Geography: Awareness of and acceptance for other faiths and beliefs in units such as ‘Who we are’ in Year 7. Further</p>	HWB			codes of practice, especially in regard to use of the Internet, acknowledging sources and copyright.			whilst interpreting a project brief and creating promotional material	Rel HWB		Tsotsi is a non-English Language film.			Selection of texts such as Animal Farm, Hangman and war poetry that consider the historical development of a democratic society. Issues such as patriotism and duty. Other texts explore issues such as social poverty and exploitations of others, and the effect this has on society. Also texts are studied that explore the changing role and status of women historically but also linking to British values today.			
	WW	Ongoing														
	HWB WW	Ongoing		Discuss Computer Science technologies while considering: ethical, legal, cultural, environmental and privacy issues.	HWB WW	Ongoing	KS3 - we discuss social media and implications to individuals and groups. We explore issues such as cyberbullying, identifying fake news, online behavior, social media.	WW Rel	Ongoing	Across KS3 and 4, we look at the diversity of immigrants to the British Isles (since the Celts until today) and recognize the positive impacts the different groups have had on things like language, food, place names, music and employment. Year 9 and 11 students also study the impacts that cultural change has had both in China and then globally.	WW	Ongoing				
	Rel WW	KS4		Students consider the impact of age, gender and disability on individual choices/use of digital devices	HWB WW	Ongoing	DT Moral and social issues – bag for life, fairtrade, ethical sourcing etc. Group projects are undertaken in all year groups across the school	Rel WW	Ongoing							
	Rel	Ongoing		DT Ethical choices with regard to manufacturing, supply and human impact of any product.			English Group and whole class discussion on sensitive issues with focus on respecting viewpoints of others.									
							Research into issues that students feel strongly about, having to consider the view point of others. Texts chosen to explore tolerance and understanding e.g. The Curious Incident of the Dog in the Night time. The Cay, An inspector calls.									
	WW	HT3		English Discussion based on stimulus texts around morality/ethics – links between texts and own social surrounding.	HWB Rel WW	Ongoing		Rel	Ongoing	Y7: Islamic Civilisations (contrast achievements centred around a look at the intellectual-capital Baghdad, and a comparison of Saladdin with King Richard.	WW	HT4				
	WW	HT3		Discussion on changing moral values	Rel WW	Ongoing				Y8: Can empires be justified?						
	WW	HT6		Film & Media Studies In discussing film genre/ narrative we are discussing			French Students consider the different forms of address and through this etiquette in both	WW	Y 10 : HT6 Y11 : HT2		WW	HT6				
										WW	HT ½		Y9: Universal suffrage: importance, consequences, and the best way to achieve it. Home			

<p>developed in Geography Passport Milestone and Our Connections.</p> <p>History Y7: Black Death Pre-scientific superstitious world-views in the past/present Y7: Church/state relations in the Middle Ages Y8: The Reformation and birth of the CoE Y10: Nazis and the church Y11 : Elizabethan Reformation</p> <p>Maths Religious symbols – symmetry meaning, tessellations, sequences and golden ratio</p> <p>Music Year 8: Indian music – explore how this is linked to Hinduism and Sikhism, Performance relates to stay of creation of a particular “Raja” which means mood or spiritual event. Year 8 : African music – how the drums relate to spirituality</p> <p>RE Study of three major religions (Christianity, Sikhism, Buddhism &Islam), looking at aspects of a further six in Year 7 to 9. Spiritual</p>	WW	HT1	character motivation and audience engagement through a moral lens. The students also have to construct their own film in a fashion that leads us to support & engage with the characters. They consider the morality of characters in doing so.	WW	Yr 9 Yr 11	their own and a foreign languages. Year10/11: Understanding issues of immigration and employment in France. Work on French suburbs outside main cities and foreign social and political issues. KS4 students are able to talk about what they do to support their local community and how they get involved in charity work.	WW	Ongoing	Y 10 : Impact of church on medical history Y10: Nazism- the opposite of modern British values	Rel WW	HT 5/6	Front: Examining the ‘Blitz Spirit’ notion as a British value/myth.	WW	HT4	
	HWB	HT6	<p>Geography: Issues surrounding the themes of global warming, child labour, exploitation of workers and the ethics of shopping are examined during our globalization units in Year 9 and KS4.</p>	WW	Ongoing	<p>Film & Media Studies Social context is a huge part of both examined units in the new Film Studies specification. Representation is a key issue for both Film & Media Studies. We have explored social groupings, assumptions and stereotypes in each assessment. The students have a chance to reflect on the representation of youth and how we see ourselves represented in Media texts</p>	WW	Ongoing	<p>Maths Exchange rates and foreign currency. Understanding of historical exploration and discovery of modern mathematical concepts.</p>	WW	As needed	Y10: Contrast of British and Weimar democracy (proportional representation) Y11: Course includes impact of communism and one party state on political and social life in the Eastern bloc compared to democracy in the West.	WW	HT2-3	
	WW	HT5													
	WW	HT1	<p>International development and aid is also examined in the context of should the UK be assisting?</p>	WW	Ongoing	Rel	HT1	WW	Ongoing	<p>MFL Y 7 & Y 11 : Study of education, house and home in French speaking countries. Burkina Faso study in Year 9 understanding of poverty. Exploring the values, tolerance and racism within different cultures and languages. Year 9 Food and healthy lifestyles</p>	WW	HT 5/6 HT1	<p>RE Y 9 - Truetube clip to provoke discussion about extremism in the 21st Century Islam.</p>	WW	HT2
	WW	HT6 HT4/5													
	WW	HT1	<p>History Y9: Black peoples of the Americas- understanding the roots of 21st century racism in the USA. Contrasting the peaceful response of MLK with that of Malcolm X Y10: Nazism- what happens if the law itself becomes rotten. When is it right to break the</p>	Rel WW	HT5-6	WW	HT3	WW	HT3	<p>Introduction of Spanish at KS3 gives students an awareness of another culture. Students form links between languages and cultures.</p>	WW	HT1	<p>Tolerance and understanding of religions and cultures is emphasized in all RE lessons</p>	WW	Yr 7 – HT6 Y10- HT1 Y11 – HT4/5
	WW	HT3													
	WW	HT3	<p>Study of the impact of Sources of Authority on individuals</p>	WW	Ongoing	WW	Ongoing	WW	HT6	WW HWB	WW	HT2	<p>Law and democracy are explicitly taught in the focusing on justice units</p>	WW	Ongoing
	WW	HT6													
	WW	HT1	<p>Impact of Christianity on UK life and history i.e. law;</p>	WW	Ongoing	WW	HT1	WW	HT1	WW	HT1	HT2	<p>Study of the impact of Sources of Authority on individuals</p>	WW	Ongoing
WW	HT1														

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<p>awareness is taught throughout</p> <p>Y 7 – Pray Space in January</p> <p>Impact of mindfulness in Buddhism</p> <p>Personal exploration study in Year 9 – Who am I? ?” including my spiritual self. Also in Year 9, ethical and theological issues such as why God allows suffering and other ultimate questions</p> <p>Regular opportunities to link with personal experience and feelings e.g. Life after death; suffering.</p> <p>Yr 8 : Opportunities to study and learn from other cultures throughout e.g. Tourist and Pilgrim, Guide to a Gurdwara. Visit to Gurdwara</p> <p>Many opportunities for reflection e.g. religious identity work in year 9.</p> <p>GCSE RE – Focuses on core spiritual beliefs of Christians and Jews – looking at core concepts such as the nature of God as omnipotent, just, loving, triune and creator; the life of Jesus from incarnation to crucifixion to resurrection and ascension. Also the significance of Jesus’ life and death through study of salvation, atonement,</p>	WW	Y 7: HT2 &5 Y 8 : HT1, 2,3 Yr 9: HT2	law? (Christian response: Bonhoffer etc) Yr 11 – Cold War : ethics of the nuclear Arms Race	WW	Ongoing	development gap, tourism, rich world poor world and Ghana.	WW	HT4	Music Year 8: Indian music – master to student tradition; religious use of music; respect of different instruments as sacred Year 8: African music culture and identity links to music. West African traditions and music, particularly how drumming is used for communication within tribes. Year 8: Blues music – explore the slave trade and links from West African music to music from Deep South – Blues – Jazz – Modern Pop. Year 9 – Reggae music, including Rastafarian influence – looking back to the African tradition of their slave ancestors GCSE: Indian music, African Music, Celtic Fusion, Scottish Folk music fused with western pop influences. Also, jazz and samba	WW	HT3				
	HWB Rel	HT1	Maths Consideration of bias and interpretation of statistics for different audiences and impact. Population density, exponential growth and human impact.	Rel	Ongoing	History Y7: Did feudalism work? How did the Normans keep control, and what are the pros and cons of this style of rule? Magna Carta (limits) Y9: Capitalism v Communism Y10: Changing influence of the Church on Medicine and Health Y11: Why is it hard to evaluate Communism/Cold War impartially? The issues of democracy versus dictatorship	WW	HT ½							
	WW	HT3,4,5													
	WW	HT3													
	WW	HT4/5		PE Team games (invasion games) Pupils are taught the skills and techniques required to perform with consistency in a team environment. The ability to work with others to achieve a common purpose.	WW Rel	KS4 RE	PE/Drama Expectations when working as a team, with a variety of abilities. Roles and responsibilities when working towards a to performance.	Rel HWB	HT 1 /2						
	WW	HT2; 4													

Ethos	Tolerance of different views in a multi-denominational school that is built around Christian values. Expectation of tolerance to the views and feelings as others through the whole school mantra “treat others as you would wish to be treated”. Consequences of action through a clear and consistently applied principles of behaviour.	Theme HWB Rel WW	Term Ongoing	Expectation of understanding different views on diverse topics – abortion, euthanasia, use of medical technology, racism, sexism, sexual relationships. The school creates an environment where students are able to give their perspective and consider those of others.	Theme HWB Rel WW	Term Ongoing	In History understand why we might be tempted to want more authoritarian governance, and the pros/cons of ‘dictator envy	Theme WW	Term Y9: HT 2 & 4 Y 10 : HT 4-6 Ongoing	History lessons include discussion of the dangers of exaggeration in our reassessment of ‘cultural enemies’. In Year 10:Includes discussion of how British liberal values can also themselves be manifest as intolerance Year 11 : Cold War showing dictatorship and democracy and an evaluation of both in practice not theory	Theme WW	Term Ongoing	The school positive behaviour management policy enforces our expectations of tolerance and equality in a framework with clear stages and degrees of consequence. School staff, students, parents and governors support this.	Theme WW Rel	Term Ongoing
	Staff and students are encouraged to be proud of their faith and to practise this in school eg staff attending baptism services of students; Soul group; staff prayer groups; staff being prepared to pray with students when appropriate; Muslim students having a prayer room and being supported in keeping their festivals and fasts.	Rel	Ongoing	In Art GCSE students can explore issues within their work such as Media and Beauty and expectations on young people, exploring beneath the surface of looks.	HWB	Ongoing	In Music students work to create groups performances. They need to work together and resolve differences of opinion to create a unified performance	Rel			WW	Ht 4-6	In The News fortnightly tutorial activity links students to a range of relevant news including democracy, human rights, scientific developments.	WW	Ongoing
	Development of the chaplaincy role from September 2021 with a Chaplaincy Team working with students. This is developing but currently involving 1:1 mentoring, building a secure, quiet space and providing support for staff	Rel HWB	Ongoing	In History students understand why victims resort to violence, but the consequential vicious circle of perpetuated xenophobia. How are we ourselves prone to fear-based racism, particularly re: Islamic cultures	Rel WW	Ongoing					WW	Ht 1-3	History study takes every opportunity to connect with current affairs (eg. Brexit). What is good about our political system, and why democracy is the “worst form of government... apart from all the others” (Churchill)	Rel WW	Ongoing
		Rel HWB WW	Ongoing	In PE students consider the roles within a team, the meaning of fair play and the responsibility of all to ensure this takes place.	Rel	Ongoing							Student year leaders act as role models for other students. Their election by their peers models a democratic process and their representation of the school then echoes the ethos and expectations of all.	WW	Meet half termly

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	Upper and lower school assemblies are centred around Christian themes and offer an opportunity to pray and/or reflect	WW HWB Rel	Termly										Green Team – To lead environmental change in school	WW	Monthly
	Whole school assemblies include blessing for the whole community by Church leader. Service includes readings, led by students and staff.	WW	Ongoing										Assemblies tackle issues of tolerance, mutual respect and liberty. These are led by guest speakers, staff or students themselves.	WW	Ongoing
	In History students develop an understanding of why religious change mattered so much, and how it was often intertwined with politics. Linked with present day Jihadism & other extremism.	WW	Ongoing												
	KS4 languages students build an awareness of Muslim culture in France and French speaking countries.														

Community links (within and beyond school)	Visitors from Christian faith leaders (Church of England and other Anglican) as well as those from Jewish, Buddhist, Sikh, Humanist and Muslim community.	Theme	Term	History Y9: Frank Bright's visit (Holocaust survivor – local resident) Restorative justice sessions after incidents where appropriate. This may include verbal or written apologies by the perpetrator.	Theme	Term	Peer mentoring – Year9/10 students working with Year7 to integrate them into the school community/ease transition Older students leading mentoring training and sessions on self-esteem	Theme	Term	WW1 Commemorative Art project led by the school and has included contributions from local groups from Dementia Support to History Society. Crow's Hall Country Fayre – the school makes	Theme	Term	Guest speakers in assembly, PSHE and curriculum settings include: local incumbent, PCSO, local PC, local community groups (Debenham Project). Dr Poulter, our local MP is a visitor to the school. He meets with student groups to	Theme	Term
		WW	Christians: Ongoing Other faiths: Bi-annually		Rel WW Rel	HT5 Ongoing		Rel Rel	Years 9-10 As needed		WW WW	HT		WW WW	As needed As invited

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	decoration at The Mix, Stowmarket. Attendance at St Edmundsbury Cathedral for school based events																
Trips and events	Prayspace week – advent annual week of reflection for the whole school. Encourages deeper personal thinking and awareness of self.	HWB Rel	Annually	Year Y10: Germany Study Tour Understand how easily racism can be institutionalized, and how devastating are the consequences	WW	HT6	Parental workshops on e-safety and healthy body: healthy mind.	HWB Rel	HT2	Dutch Link with high achieving school. Students visit our school, take part in lessons and link with our students.	WW	HT4	History Y9: Trip to Ypres, to consider the effectiveness or medicine and surgery on the Western Front.	WW	HT5		
	Year7 visit to St Mary’s Church	WW	HT1	Year10: RE - Marriage ceremonies to understand vows and commitment; family life and responsibilities within families	Rel	HT3-4	School talk-therapist to explore emotional development of individual students.	HWB	Ongoing	French – Year 8 – Assembly promoting the study of a language Year 8 – Penpals with French students Year 9 Social Media Exchange – students stay within families and experience life in another country.	WW	HT3	Elected School Council members meet at lunchtime provide a vehicle for student voice and opportunity for those who wish to take representative roles.	WW	Ongoing		
	Year7 spiritual reflection trip to Sizewell Hall	WW	HT6				Trip to the Houses of Parliament – Student Council	WW	Bi Annually							BREXIT vote: in school voting and debates. Mock Elections as appropriate	
	Year7/8 Remembrance Service at St Mary’s Church	WW	HT2				Activities week – allows students to experience new activities and build relationships in a different social setting.	HWB Rel WW	Annually HT6								
	All school Carol service at St Mary’s Church	WW	HT2				Year7: Bushcraft experience – teamwork activity for whole year group. Challenges boundaries and build cooperative skills.	WW Rel	HT6								
	Year 8 visit to Coventry – multi-cultural faith and worship	WW	HT6				Year10/11 trips to Colchester (Judaism) and Germany (Judaism)	WW	Y 10 : HT6 Y11 : HT3								As needed
	Year10/11 trips to Colchester (Judaism) and Germany (Judaism)	WW	Bi annually				Visiting artists (adult and Year 12 students) – gaining understanding from the experiences of others.	Rel WW	Planned over two years								Art gallery exhibitions; Year 10 art day – exploring and

	included Humanism, Buddhism, Islam and Christianity.						World Challenge – Opportunity to volunteer and lead a community project. Need to work as a team.			celebrating culture through art; Year 11 art trips, contemporary and historical.	WW	Yr 10 – HT2 Yr 11 – HT1			
										Diversity week – includes a range of opportunities to experience, learn and understand those from different groups. Building tolerance, broadening knowledge and experience (especially in a rural mainly WBR community). included workshops and student presentation on belief, disability, radicalisation and travelling community.	WW	Bi annually			
										Year 7: Author visit	WW	HT1			
										Year 10/11 ASDAN group trip to London theatre – often an experience that these students would never experience.	WW	HT5			
										Year 10/11 theatre trips	WW	As needed			
										World Challenge – To promote respect and then celebrate and understand/accept another culture.	WW	Every two years			

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<p>Extra-curricular opportunities</p>	<p>Soul club (Christian Union) Weekly meetings which follow a thematic approach. Recent themes include bullying, faithfulness and thankfulness. Each sessions involves discussions, videos, teaching, crafts and prayer. The group are planning to promote Reverse Advent calendars across the school in 2019 – collecting items for local foodbanks.</p>	<p>Rel HWB WW</p>	<p>Weekly</p>	<p>House structure allows for inter-house friendly competitive events to foster healthy competition and the spirit of fair play.</p> <p>3 whole school charity weeks. Charities chosen by the students following presentations and democratic choice. Information on the chosen charity and the reason for support as well as organisation of events led by students throughout the week.</p>	<p>Rel WW</p> <p>WW</p>	<p>Ongoing</p> <p>Y8 & 9: HT2 Y10 & 11 : HT3 Y 7 : HT6</p>	<p>Form challenges – across year groups. Team activities that cover a range of activities.</p> <p>Achievement assemblies: recognition of achievement (academic and otherwise) through Year assemblies; Summer Awards Evening; Sports Awards</p> <p>Student leadership structure: Head Boy/Girl, prefects and year leaders. Use at key events, with governors, visitors and parents. Also, Language Leaders in Year 9; Peer Mentors in Years 9 and 10; Form Reps and Student Council leaders; Sports Leaders and House Captains</p> <p>Praise and reward culture for participation and engagement.</p> <p>Revision clubs – in many subjects open-house and equality of provision across teachers.</p>	<p>Rel WW</p> <p>HWB</p> <p>WW</p> <p>HWB</p> <p>HWB</p>	<p>Ongoing</p> <p>Annually in HT6</p> <p>Annually</p> <p>Ongoing</p> <p>HT3-5</p>	<p>Many creative clubs – art, textiles, knitting.</p> <p>Numerous music clubs and performances.</p> <p>Drama clubs and performances.</p>	<p>Rel</p> <p>Rel WW</p> <p>Rel WW</p>	<p>Weekly</p> <p>Weekly</p> <p>Twice a year</p>	<p>Understanding of the election process (during general election)</p>	<p>WW</p>	<p>As needed</p>
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