

## The Quest Academy British Values Policy and Statement for the provision of Spiritual, Moral, Social, and Cultural Development

Spiritual, Moral, Social and Cultural (SMSC) development of students is woven into the fabric of every student’s individual and collective educational experience at The Quest Academy. Through the formal curriculum, Pastoral care, Academy days, and extracurricular activities a wide range of diverse provision and opportunity supports the needs of all students. The Academy celebrates the wide diversity of background and experience that its students and staff bring and see this as a key strength of the institution.

British values are an integral part of SMSC provision and the Academy is committed to ensuring all students have:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

The achievement of these goals are exemplified through a complete range of provision that enables students to learn, explore and develop knowledge and understanding in each and every concept found in the table below.

### SMSC topics

<p><b>SPIRITUAL DEVELOPMENT:</b></p> <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Faith, worship</li> <li>• Critical thinking</li> <li>• Valuing opinions of others</li> <li>• Emotions and feelings</li> <li>• Reflection and self-reflection</li> <li>• Beliefs</li> <li>• Values</li> <li>• Personal experiences</li> <li>• Relationships with others</li> <li>• Understanding of strengths and weaknesses</li> <li>• Creativity, art, music, literature</li> <li>• Will to achieve, striving excellence</li> <li>• Celebrating success</li> <li>• Wonder and mystery of the natural world</li> <li>• Imagination</li> <li>• Curiosity</li> <li>• Courage</li> </ul>	<p><b>MORAL DEVELOPMENT:</b></p> <ul style="list-style-type: none"> <li>• Individualism</li> <li>• Personal behaviour</li> <li>• Responding to views of others</li> <li>• Telling the truth</li> <li>• Helping others</li> <li>• Learning from mistakes</li> <li>• Fairness and justice</li> <li>• Distinguishing between right and wrong</li> <li>• Respecting property</li> <li>• Respecting the environment</li> <li>• Making informed choices</li> <li>• Making independent decisions</li> <li>• Responsibility for own actions, consequences</li> <li>• Moral code</li> <li>• Empathy</li> <li>• Respect</li> <li>• Promoting good behaviour</li> <li>• Discouraging bullying</li> <li>• Respecting different views</li> <li>• Fair play</li> <li>• Assertiveness</li> <li>• Expressing own views</li> <li>• Considerate lifestyle</li> <li>• Making decisions</li> <li>• Welfare of self and others</li> <li>• Taking responsibility for own actions</li> </ul>
<p><b>SOCIAL DEVELOPMENT:</b></p> <ul style="list-style-type: none"> <li>• Individual and group identity</li> <li>• Local, national and global belonging</li> <li>• Community</li> <li>• Socially acceptable behaviour</li> <li>• Obeying the rules</li> <li>• Working as a member of the group</li> <li>• Compromise and consensus. Democracy</li> <li>• Family</li> <li>• Citizenship</li> <li>• Positive relationships with others</li> <li>• Equality</li> <li>• Team building</li> <li>• Careers</li> <li>• Being productive in the society</li> <li>• Caring for others</li> <li>• Cooperation</li> <li>• Rights in the society</li> <li>• Responsibilities in the society</li> <li>• Conflict resolution</li> </ul>	<p><b>CULTURAL DEVELOPMENT:</b></p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Tolerance</li> <li>• Inclusion</li> <li>• Different cultures</li> <li>• Traditions</li> <li>• Artistic events</li> <li>• Cultural events</li> <li>• Celebrating talents</li> <li>• Local, national and global belonging</li> <li>• History, geography</li> <li>• Foreign languages</li> <li>• Worldwide communication &amp; ICT</li> <li>• Symbolic communication, images and icons that have meaning in different cultures</li> </ul>

## 1. The delivery of Personal Social Health Citizenship Education (PSHCE) and GCSE Citizenship

The Academy provides every student with a comprehensive programme of Personal Social Health Citizenship Education (PSHCE). All students are given a lesson once a week, to ensure that the curriculum is covered in detail.

Students receive a well-rounded curriculum throughout Key Stage three PSHCE, which is complemented by a tutor time PSHCE programme that is delivered across key stages.

In year 7 students will study what makes a community, the effects of bullying and how to combat bullying, identity and diversity, drugs education, healthy lifestyle and crime, punishment and the law.

In year 8 students will study emotional intelligence, active citizenship and campaigning; including a campaigning project called First Give where students can win up to £1000 for a local charity, an introduction to government and politics and sex and relationships education.

Students choosing to study Citizenship GCSE will commence the autumn term by developing the key skills and techniques to succeed at GCSE. Students will study four broad and detailed themes across the three year GCSE course that cover a range of topical and relevant issues. Theme 1: Life in Modern Britain. Theme 2: Rights and Responsibilities. Theme 3: Politics and Participation. Theme 4: Taking Citizenship Action. The approach to learning is both theoretical and practical as students at the beginning of Year 11 engage in a coursework project campaigning for a local issue to bring about change for an issue within their community that they care about. This coursework project will then be assessed in a formal GCSE examination alongside the theoretical knowledge of the four themes studied throughout the course.

## 2. The delivery of Religious Studies as part of the Academy curriculum

Students in year 7 begin with an exploration of the six world religions, looking at key features of the world religions and studying the similarities and differences. Some of the themes they will study are: pilgrimage, charity, life after death and religious buildings. During the second term students will be introduced to philosophical enquiry by studying ultimate questions and worldviews. Students will be encouraged to think critically, form an opinion and respond tolerantly to a range of worldviews and opinions. In the final term, students will study the key aspects of Buddhism including: the eightfold path, the five primary precepts and enlightenment.

Students in year 8 begin with a focus on ethical studies. They will consider different ethical and religious approaches to a range of contentious issues including: What is the meaning of life? What makes a human special? Are humans truly free? During the second term students will study the key aspects of Sikhism including: the three duties of Sikhism, divine revelation, helping others and equality. In the final term, students will study life after death, debating whether a belief in life after death is coherent.

In Year 9 students studying Religious Studies GCSE will commence the autumn term by developing the key skills and techniques to succeed at GCSE. Students will begin the WJEC Religious Studies GCSE by focusing on component one: Religious, philosophical and ethical studies in the modern world. This will involve considering a range of relevant and topical issues and considering how Christianity, Islam and non-religious worldviews would approach

the different issues. The issues students will study in year 9 are: Issues of relationships, Issues of life and death and issues of human rights.

### **Year 10**

Students will begin year 10 completing the 'applied issues' aspect of the course by studying issues of good and evil. During term two and three students will focus on component two of the WJEC Religious Studies GCSE: Christianity. Students will study the beliefs, teachings and practices of the Christian tradition, studying a range of different denominational approaches to these three aspects.

### **Year 11**

During the first term and a half of year 11 students will complete component three of the WJEC Religious Studies GCSE: Islam. Students will study the beliefs, teachings and practices of the Islamic tradition, studying a range of different denominational approaches to these three aspects. Students will spend the remainder of the academic year revising and preparing for their formal GCSE summer examinations.

### **Years 12 and 13**

Students in year 12 begin the two year OCR Religious Studies A Level course. This course is made up of three components, which students will be assessed on at the end of the two-year course. The three components are: Philosophy of religion, religion and ethics and development in Christian thought. This includes an examination of the arguments for the existence of God and challenges to religious belief, as well as a consideration of key ethical theories as applied to a range of ethical issues such as genetic engineering and war. Students will consider key ideas from Greek philosophers such as Plato and Aristotle, medieval thinkers such as Aquinas, Anselm and Gaunilo, and enlightenment thinkers such as Hume, Descartes and Paley.

### **3. The delivery of Sociology as a part of the Academy curriculum**

Sociology is an option subject at KS4. Students make their choices in Year 8 and start the course in Year 9. They have three lessons a week. The final GCSE grade is made up of two written exams lasting 1 hour 45 minutes each; there is no coursework or controlled assessment module. All exams are taken in the summer of Year 11.

The A Level Sociology course requires students to have an understanding of families and households, the position of children and society's attitudes towards childhood. Changes in the size of families, birth and death rates, and in the population as a whole. Changes in marriage, cohabitation, divorce and parenthood, and the increasing diversity of family types today. The impact on families of government policies and laws. Education— why do some people achieve more than others? The role of education in society and who benefits from it. The Functionalist v Marxist debate. How pupils experience schooling eg. girls and boys studying different subjects. The impact of laws and policies that affect education. Research Methods— quantitative and qualitative methods of research.

Students will examine the range of beliefs in society— different theories of ideology, science and religion and the relationship between religious beliefs and social change and stability. Crime and Deviance— different theories of crime, deviance, social order and social control. The social distribution of crime and deviance by age, ethnicity, gender, locality and social class including recent patterns and trends in crime. Theory of Methods—The distinction between primary and secondary data and quantitative and qualitative data.

#### 4. Pastoral support, including tutor periods and Assemblies

Pastoral support for student development is spearheaded the Year Teams who are led by Achievement Coordinators. Additional and more specialist support for the most vulnerable students is provided and coordinated by the Pastoral director and deputy pastoral director. Daily tutorial sessions and twice weekly assemblies are themed in relation to the Academy's ethos and values which marry with wider British values. One specific topic for a Senior Leadership Assembly is the theme of British Values itself. Examples of additional weekly themes include:

- Leadership & Responsibility
- Kindness
- Community
- Empathy
- Humanity
- Patriotism
- Democracy
- Diversity
- Emotional Intelligence

Twice yearly personal tutoring and mentoring meetings are held for every student in the Academy. The purpose of such meetings are to discuss the personal growth and development of students as individuals and as members of our community. In addition to the mentoring students' complete careers questionnaires twice yearly, both of which are followed up with a careers interview.

#### 5. Student Voice and Student Leadership

The Academy has an established and democratically elected student leadership team and student council. Students in the upper school are actively encouraged to apply to join the prefect team which works to support both students and teaching staff.

The Senior Student Leadership Team consist of the Head Boy and Girl, the Deputy Head Boy and Girl, plus the six house captains (two for each house). Half termly meetings between the student leadership and School leadership provide a platform for student driven issues to be recognised and acted upon.

The three student councils are house based and are constructed through cross year group representation. Two students from each year are voted for by their peers having nominated themselves and are led by the two house captains and their deputies.

An annual student survey provides students with the opportunity to contribute to the Academy Self-evaluation Form and Academy Development Plan.

#### 5. Academy Days and Educational trips

During the year the Academy holds regular Academy days in which students participate in a range of SMSC based activities including visits to British cultural and historical attractions, work with primary school students, and personal development and emotional intelligence workshops.

Other school trips and visits include the First World War trenches and the Menin Gate, the Houses of Parliament, and a range of Sporting events.

## 6. Academy Enrichment programme

The Academy's enrichment programme is participated in by all students twice a week. In these enrichment periods students have the option to choose an area of specialist personal interest to them and work collaboratively with other students from diverse backgrounds to achieve shared goals.

Students in Years 9,10 and 11 participate in the Duke of Edinburgh Award scheme. The programmes are at three progressive levels which, if successfully completed, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award.

Students are offered the opportunity to become members of the Combined Cadet Force (CCF) a Ministry of Defence sponsored youth organisation in the United Kingdom. Its aim is to provide a disciplined organisation in a school so that pupils may develop powers of leadership by means of training to promote the qualities of responsibility, self-reliance, resourcefulness, endurance and perseverance.

Sports Leaders groups work with local primary schools' to provide younger children the opportunity to participate in sporting activity using facilities that are not available to them in their own setting. Students volunteer as paired readers to go into local primary schools' to support the development of literacy.

## 7. National and International Events –General Elections

Year 9/10/12/13 watched the 4 parliamentary candidates for Croydon Central in a hustings event being held at the Academy. Many of our students, particularly those first time voters, were able to hear from and ask questions to the prospective candidates in the constituency. Not only did the event form a key part of our PSHE and citizenship curriculum for the remaining term, but it will also seek to raise their engagement with local and national politics in advance.

A post-hustings themed assembly with sixth formers, where, in discursive groups led by the tutors, they reflected on their reactions to the debate. They then discussed if there was anything distinctively "British" about the debate witnessed, and why debate is an important part of a democracy and national identity.

The Academy held its own leaders debate during election week with students representing each individual party campaigning for support based on party manifestoes. Students participated in the Academy's own ballot on polling day.