

The Quest Academy

British Values Policy and Statement for the provision of Spiritual, Moral, Social and Cultural Development (Updated May 2026)



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

Students learn, explore and develop knowledge and understanding in each concept in the table below.

SMSC topics

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

1. Curriculum: My Quest Journey

The Academy has a bespoke programme for Years 7-9 which provides students with a comprehensive RSHE programme in combination with key aspects of SMSC, whilst maintaining British values and exploring the concept of community. This is taught in one double lesson every two weeks with a spiral curriculum that is complemented and extended through the tutor programme into KS4 and KS5.

The Year 7 MQJ Programme of Study:

Year Group Mapping: Progression Plan		Subject:		Year Group: 7		
		Autumn		Spring		
		1	2	1	2	
Unit Title:	Transition	Living in the Wider World	Health and Wellbeing	Careers	Health and Wellbeing	
Topics covered:	<ul style="list-style-type: none"> Setting into secondary school Developing positive friendships Emotional wellbeing Personal safety, including first aid Study skills 	<ul style="list-style-type: none"> British values Democracy voting system legal system Leadership Qualities Civil Rights and Impact 	<ul style="list-style-type: none"> Power of knowledge Positive role models Persistence Self Esteem Social media and self-esteem Online stress and FOMO 	<ul style="list-style-type: none"> Who am I? Exploring possibilities What is a career What is an entrepreneur What is a work-life balance Careers and the future 	<ul style="list-style-type: none"> Importance of physical health Healthy living Changes in puberty and how to manage emotions Addictive substances Smoking 	<ul style="list-style-type: none"> Online safety Introduction to prejudice and discrimination Bullying and Cyberbullying Healthy Relationships Consent Toxic Relationships Family Dynamics

The Year 8 MQJ Programme of Study:

Year Group Mapping: Progression Plan		Subject:		Year Group: 8		
		Autumn		Spring		
		1	2	1	2	
Unit Title:	Health and Wellbeing	Living in the Wider World	Health and Wellbeing	Careers	Relationships	
Topics covered:	<ul style="list-style-type: none"> Emotional wellbeing Mental health misconceptions Digital resilience Unhealthy coping strategies, including self-harm and eating disorders Healthy coping strategies Sharing explicit images 	<ul style="list-style-type: none"> Racism Colourism Sexism Homophobia, biphobia and transphobia Religious discrimination Ageism Challenging discrimination 	<ul style="list-style-type: none"> Physical health refresher Understanding addiction The legal and personal consequences of drugs County lines Sexual pressure (including consent and FGM) 	<ul style="list-style-type: none"> What are my interests Job applications Challenges and rewards of work Creating the life you want What does success mean to you Careers and climate 	<ul style="list-style-type: none"> Consent Healthy and unhealthy relationships Pressure (within friendships and relationships) Online safety 	<ul style="list-style-type: none"> Human rights Individual Liberty Rule of Law Effective money management Mastering memory (revision focus) Campaigning Disability

The Year 9 MQJ Programme of Study:

Year Group Mapping: Progression Plan		Subject:		Year Group: 9		
		Autumn		Spring		
		1	2	1	2	
Unit Title:	Health and Wellbeing	Society	Relationships and Health	Careers	Health and Wellbeing	
Topics covered:	<ul style="list-style-type: none"> Emotional wellbeing revisited Dealing with stress Health and sleep Setting goals Mental illness Grief and Bereavement 	<ul style="list-style-type: none"> Radicalisation Knife Crime Acid Attacks Diverse communities Race Commission Young Offenders 	<ul style="list-style-type: none"> Consent Communication (Gaslighting) Relationship structures Sexual Harassment Introduction to contraception (Safe Sex) HIV and AIDS (STIs) 	<ul style="list-style-type: none"> What are my skills What comes after school Choosing what to study at KS4 Taking control of your careers journey Managing your money What is the labour market and why is it important 	<ul style="list-style-type: none"> Cancer – how to check yourself Binge drinking Drugs First Aid Blood Donation and Vaccinations Dentistry 	<ul style="list-style-type: none"> Tax and pensions Avoiding Debt Personal Skills Computer Skills Time management Death Penalty

The Year 10 Programme of Study in Tutor Programme:

Year Group Mapping: Progression Plan		Subject: Tutor programme		Year Group: 10		
		Autumn		Spring		
		1	2	1	2	
Unit Title:	Mental Health	Financial decision making	Relationships	Health and Wellbeing	Addressing Extremism and Radicalisation	
Topics covered:	<ul style="list-style-type: none"> Recognising early signs of poor mental health Coping strategies and emotional regulation Self-harm awareness Reducing stigma and promoting help-seeking Impact of social media on mental health 	<ul style="list-style-type: none"> Managing risk and impulse spending Online financial risks (scams, gambling, fraud) Debt, credit, and budgeting Influence of advertising and social media Data privacy Financial safety 	<ul style="list-style-type: none"> Consent (clear, ongoing, enthusiastic) Power imbalance and coercion Healthy vs unhealthy/toxic relationships Recognising abuse (including coercive control) Online relationships and digital boundaries (sexting, image sharing) 	<ul style="list-style-type: none"> Sexual health (STIs, contraception, testing) Impact of pornography on expectations Substance misuse and decision making Staying safe in high-risk situations (e.g. spiking) Accessing health services independently 	<ul style="list-style-type: none"> Equality Act and protected characteristics Online radicalisation and influence (algorithms, echo chambers) Misinformation and bias How to challenge discrimination safely Recognising and reporting extremism 	<ul style="list-style-type: none"> Positive and negative role models Influence of social media and influencers Gender stereotypes and misogyny Peer pressure in independent situations Drugs, alcohol, and decision-making

The Year 11 Programme of Study in Tutor Programme:

Year Group Mapping: Progression Plan			Subject:		Year Group: 11	
	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Building for the future	Families	Sexual harassment and consent	Communication in relationships	Independence	
Topics covered:	<ul style="list-style-type: none"> Stress management Developing self efficacy Maximising potential 	<ul style="list-style-type: none"> Parental responsibilities Different types of relationships Forced marriage Pregnancy options 	<ul style="list-style-type: none"> Sexual harassment Consent, including the capacity to consent. 	<ul style="list-style-type: none"> Communicate assertively Handle unwanted attention Harassment and stalking Exploitative and abusive relationships Forms of relationship abuse How to access support 	<ul style="list-style-type: none"> Importance of screening and how to perform self examination Vaccinations and immunisations Registering for doctors and sexual health services Blood, organ and stem cell donation Influences and risks relating to cosmetic and aesthetic body alterations 	

2. Curriculum: Citizenship GCSE

Citizenship is offered as an option at GCSE. Students study four broad and detailed themes across the two 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 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.

3. Curriculum: Religious Studies

Students explore a range of skills, religious, philosophical and ethical questions in a thematic way with content revisited in different ways across Key Stage 3. Students are guided to look for the key features of each religion and explore the vast similarities that links them, as well as identifying those that make them different. Students are taught to think critically, develop informed and substantiated opinions, and respond tolerantly to a range of worldviews and opinions. By exploring religious, philosophical, and ethical studies in the modern world, students can consider how different religions and non-religious worldviews approach a range of issue.

Year	Topic	Autumn Term (September – December)	Spring Term (January – April)	Summer Half Term 1 (April – June)	Summer Half Term 2 (June-July)		
7	Key Ideas	Foundation Building: What are Philosophical Questions? Introduction to the 6 World Religions Understanding Culture and Religion	Religious Founders: Who are they? What did they do? What makes them special?	Holy books: What makes them special? Why do religious people use them? Who wrote them?	Sacred Places: What makes a building sacred? What do sacred buildings have in common? Do religious people have to go to sacred places?		
	Assessment	Evaluation Assessment: Is there Truth in Religion?	Evaluation Assessment: Are religious founders messengers from God or just people who wanted to change the world?	Evaluation Assessment: Are Holy Books relevant in the 21 st Century?	Creative Task: Plan, design and make a multi-faith place of worship		
Year	Topic	Autumn Term 1: Judaism	Autumn Term 2: Monotheism	Spring 1: Buddhism	Spring 2: Christianity	Summer: 1: Islam	Summer 2: Environmental Ethics
8	Key Ideas	The Exodus: What was it? Why is it important to Jews? Who was Moses? What is Passover?	The Abrahamic Traditions: Belief in only one God What links Judaism, Christianity and Islam?	Suffering and Enlightenment: What is Suffering? Why do we suffer? What is Enlightenment? How do Buddhists achieve Enlightenment?	Christianity in the 21st Century: Who was Jesus? What made him special? How does belief in Jesus affect Christians today?	Prophet Muhammad: Who was Muhammad? What was his life like before he was a prophet and after? What makes him special?	Ethics: How should we treat the environment? How do religious individuals treat the environment? Why is the environment important?
	Assessment	Evaluation Assessment: What does the Exodus mean for the Jewish people?	Evaluation Assessment: Why is Abraham important for three religions?	Evaluation Assessment: What can be done about suffering?	Evaluation Assessment: How does the life of Jesus influence Christians today?	Evaluation Assessment: Why is Muhammad a role model for Muslims?	Creative Task: Create your own religious environmental charity
Year	Topic	Autumn Term 1: God and the World	Autumn Term 2: Ethics	Spring Term: GCSE Begins Christianity		Summer: 1: Islam	
9	Key Ideas	Nature of God: What do Christians and Muslims believe about God? Characteristics of God The Problem of Evil	Moral decision making: How do different ethical theories affect our decision making? Are our decisions our own or predetermined?	Christian Beliefs: What do Christians believe? How do these beliefs influence them?		Muslim Beliefs: What do Muslims believe? How do these beliefs influence them?	
	Assessment	Evaluation Assessment: What do believers think God is like?	Evaluation Assessment: How are moral decisions made?	Assessment: What do the beliefs in the Apostles' Creed mean?		Assessment: What do the six articles of faith and five roots of <u>Usul</u> ad-Din mean?	

Year 10 and Year 11

Students follow the WJEC Religious Studies GCSE course which is delivered across the two years in a spiral curriculum, building on skills established in KS3.

The programme of study is on the next page.

Year	Topic	Autumn Term: Christian Practices		Spring 1: Issues of Life and Death	Spring 2: Muslim Practices	Summer: Issues of Good and Evil
10	Key Ideas	How do Christians worship? How do Christians pray? What are sacraments – Baptism and the Eucharist Why go on a Pilgrimage? The importance of Christmas and Easter Christian outreach and mission Religious Persecution The growth of the Christian Church in the 21 st Century		Creation of the world Interpretations of creation Value of human life Abortion Euthanasia Care for the world	The importance of the 5 Pillars of Islam: Shahadah, Salah, Zakat, Sawm, Hajj Muslims Festivals Understanding Jihad	Understanding morality Different types of crime The aims of punishment Treatment of criminals Death penalty Forgiveness
	Assessment	Assessment: How do Christians put their beliefs into action?		Assessment: Where do we come from and does it mean human life is special?	Assessment: How do Muslims put their beliefs into practice?	Assessment: How should society deal with crime?
Year	Topic	Autumn Term 1: Issues of Relationships	Autumn Term 2: Issues of Human Rights	Spring 1: Religious vs Non religious debates	Spring 2: Revision	Summer: Revision/Exams
11	Key Ideas	Family types Marriage, Divorce and Remarriage Sexual relationships Gender roles Same-sex marriages	Origin of Human Rights Social Justice Censorship vs. Freedom of Speech Prejudice and Discrimination Religious extremism Wealth and poverty	Religious philosophers: Aquinas, Augustine Humanism Secular views Scientific views	Revision of GCSE RS content Practice Exam Skills	Revision of GCSE RS content Practice Exam Skills
	Assessment	Assessment: GCSE Mock Exam	Assessment: What impact do religions and non-religious views have on the world?	Assessment: GCSE Mock Exam	Exam Practice	GCSE RS Exam
	Key Skills	<ul style="list-style-type: none"> ➢ Debating ➢ Critical thinking ➢ Problem solving ➢ Analysis ➢ Literacy 		<ul style="list-style-type: none"> ➢ Resilience ➢ Confidence ➢ Independent thinking ➢ Oracy ➢ Evaluation 		

Years 12 and 13

Students study the OCR Religious Studies A Level course which has three components:

- Component 1: Philosophy of Religion
- Component 2: Religion and Ethics
- Component 3: Developments in Christian thought

Students critique the arguments for the existence of God and consider key ethical theories which they apply to a range of issues such as genetic engineering and war. Students compare and challenge 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.

The A Level Programme of Study:

Year	Teacher	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12	Teacher1	<ul style="list-style-type: none"> • Natural Law Theory • Situation Ethics 	<ul style="list-style-type: none"> • Kantian Ethics • Utilitarianism 	<ul style="list-style-type: none"> • Euthanasia • Business Ethics 	<ul style="list-style-type: none"> • Augustine's teaching on human nature 	<ul style="list-style-type: none"> • Christian Moral Principles • Christian Moral Action 	<ul style="list-style-type: none"> • Synoptic links between topics • Y12 Mock examinations
	Teacher2	<ul style="list-style-type: none"> • Ancient philosophical influences • Soul, mind and body 	<ul style="list-style-type: none"> • Arguments based on observation • Arguments based on reason 	<ul style="list-style-type: none"> • Religious experience • The problem of evil 	<ul style="list-style-type: none"> • Death and the afterlife • Knowledge of God's existence 	<ul style="list-style-type: none"> • The person of Jesus Christ 	
13	Teacher1	<ul style="list-style-type: none"> • Meta-ethical theories • Conscience 	<ul style="list-style-type: none"> • Sexual ethics • Gender and society 	<ul style="list-style-type: none"> • Gender and theology • Liberation theology and Marxism 	<ul style="list-style-type: none"> • Consolidation of course content • Development of synoptic links between topics • Immediate preparation for examinations 	A-Level examinations	
	Teacher2	<ul style="list-style-type: none"> • The nature or attributes of God • Religious language: negative, analogical or symbolic 	<ul style="list-style-type: none"> • Religious language: 20th century perspectives and philosophical comparisons • The challenge of secularism 	<ul style="list-style-type: none"> • Religious pluralism and theology • Religious pluralism and society 			
Component 1: Philosophy of Religion Component 2: Religion and ethics Component 3: Developments in Christian thought							

4. Curriculum: Sociology

Year 10 and Year 11

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.

Years 12 and 13

The A Level Sociology course requires students to understand 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 e.g. 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.

5. The Pastoral Programme

The morning tutor period is integral to the Spiritual, Moral, Social and Cultural Development of our students. There is a carefully designed weekly schedule of activities:

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Assembly Main Hall	TQA News Sign planners	Literacy	Tutor programme	Tutor Guided Reading
Year 8	TQA News Sign planners	Assembly Main Hall	Literacy	Tutor programme	Tutor Guided Reading
Year 9	TQA News Sign planners	Literacy	Assembly Main Hall	Tutor programme	Tutor Guided Reading
Year 10	TQA News Sign planners	Literacy	Tutor Guided Reading	Assembly Main Hall	Tutor programme
Year 11	TQA News Sign planners	Intervention	Intervention	Tutor programme	Assembly Main Hall
Year 12	TQA News Sign planners	Q6 designed tutor programme	Personal Dev./ UCAS applications	Assembly Q8/9	Personal Dev./ UCAS applications
Year 13	TQA News Sign planners	Q6 designed tutor programme	Intervention and Exam prep	Intervention and Exam prep	Assembly Q8/9

The books selected for the Guided Reading session cover a range of issues from moral issues to spiritual experiences and explore different cultures from across Britain and the world. The tutor programme is part of the RSHE spiral curriculum which incorporates British values and SMSC. There is a weekly plan combining the theme of the week, thoughts for the week and religious quotations for discussion, always in the context of global events. An example of one week is below:

Monday 22 nd November		Theme: Gender Equality				Leadership JAD
Thought for the week	'Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance.' Kofi Annan					
Act of Worship	'I raise up my voice – not so I can shout, but so that those without a voice can be heard... we cannot succeed when half of us are held back.'					
Literacy focus	Prefix – un- (not), sub- (under), super- (greater, beyond, above)		Words of the week			
	Root – tech (skill), graph (draw, write)		subsequent	indicate	diminish	estimate
Global / local perspective	25 th November- 10 th December – 16 Days of Activism against gender-based violence		Learn without fear: girls' rights school pack : Mentally Healthy Schools Sexual harassment lesson plan : Mentally Healthy Schools			

The tutor session engenders the theme and quotations through discussion-based tasks which are recorded by the tutor on a Google Form so there is a collection of Student Voice activities incorporated. The weekly assembly is focussed on the theme of that week and encourages compassion as well as deep thought and awareness. The combined programme intends to inspire the students to be curious about the community, country, and world they live in.

Examples of additional weekly themes include:

- Atonement
- Resilience
- Gender equality
- Empathy
- Climate
- Careers
- Democracy
- Diversity
- Campaigning
- Tolerance
- Protest
- Poverty
- Press Freedom
- Disease
- Courage
- Pride

The Pastoral Team is crucial to student development. Each group is led by an Achievement Coordinator and an Assistant Principal who, together, set the standards, expectations and tone for the

year group within the Academy culture. These teams are supported by the Pastoral Director and Deputy Pastoral Director. The latter runs intervention groups to support moral development with students who struggle with meeting the Academy expectations.

6. 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 consists 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 with 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.

7. Academy Days, Activity Week and Educational trips

Twice during the year, the timetable is suspended and students are taken on trips to a range of attractions to broaden their cultural experience. They may also have the opportunity to work with visiting Primary School children or participate in RSHE or First Aid workshops.

After the public examinations have been completed in the summer, the timetable is paused to allow for the Activity Week. This allows for a huge range of cultural, moral, social and spiritual development activities. Students have the opportunity to go away on a residential trip to work on team-building, understanding their strengths and weaknesses or simply finding their courage. The Activity Week includes cross-phase opportunities for students to work together on cross-curricular projects, to prompt their curiosity and wonder to see how subjects link outside the context of an academic curriculum pursued in a classroom. The range of activities can be seen in the example below (prevented by the Covid pandemic in 2020).

Activity Week July 2020 - DRAFT						
Year	Student Numbers	Monday 6th	Tuesday 7th	Wednesday 8th	Thursday 9th	Friday 10th
Year 7A	60	Global Citizenship Day	Neasden Temple	Play in a day	Geography Fieldwork	Sports Day
Year 7B	60		Geography Fieldwork	Neasden Temple	Play in a day	
Year 7C	60		Play in a day	Geography Fieldwork	Neasden Temple	
Year 8 Residential	46	Year 8 Residential				Impact Day
Year 8 (In-House)	114	Sports Day	Cross-Curricula Projects		Mental Health	
Year 9 (External)	34	DoE Bronze		Study skills	Careers	First Aid
Year 9 (In-House)	100	Cross-Curricula Projects				
Year 10 Residential	32	Sports Day	First Aid	Year 10 Residential		
Year 10 (DoE)	38			DoE Silver		
Year 10 (In House)	60			Study skills	Careers	Mental Health
Year 11		Finished exams				
Year 12A	51	Vocational Work Experience				
Year 13		Finished exams				

Other school trips include theatre trips, skiing breaks, visiting Spain and France with the MFL faculty and a range of Sporting events. There have also been cultural tours to Berlin (2017) and Krakow (2019).

8. Academy Enrichment programme

Students in Year 7-10 and 12-13 have enrichment twice a week. Students choose an area of interest to them and work collaboratively with other students from diverse backgrounds to achieve shared goals.

Students in Years 9,10 and 11 can 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. It aims to provide a disciplined organisation in a school so that students 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.

9. National and International Events – General Elections

At each national election, students have themed tutor activities about the issues and the different viewpoints of a range of political party. They are able to participate in a mock election, held on the same day as the national election, being carefully instructed on how to use the voting paper so as not to spoil their ballot.

The tutor programme is flexible which allows extra topics to be included in response to national or global events which have piqued the students' interest.