Curriculum, SMSC and Fundamental British Values Policy

Policy Number:	EDE.POL.008	**Policy Owner Job Role**	Quality Manager
Issue Number:	001	**Ratified By**	Quality Director
Issue Date:	01.07.26	**Service Type:**	Schools
Contributors	Rob Arrowsmith	**Applicable Services:**	Education
Mandatory Policy	Yes	**To be reviewed:**	01.07.27

Section No	Table of Contents
Section 1	Supporting Documents
Section 2	Introduction
Section 3	Aim & Scope
Section 4	Abbreviations/Definitions
Section 5	Policy Content
Section 6	Responsibilities
Section 7	Monitoring and Review
Section 8	Equality Impact Statement
Section 9	Version Control (where else is this policy located, i.e. Circle, Radar)
Section 10	Appendices

Section 1 – Supporting Documents

This policy should be read alongside our:

- PSHE & RSHE Policy
- SEND Policy
- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Online Safety Policy
- Alternative Provision Policy

Related policies are held within Radar in the school's policy folder.

.

Copyright – to be used only with prior and express permission of Keys Group.

Section 2 – Introduction

At Snow Hill School, we believe every pupil deserves a curriculum that is broad, balanced and ambitious, and that opens doors rather than closing them. Many of our pupils arrive having missed time in education or having found earlier settings hard to manage. We design our curriculum, and the wider life of the school, to rebuild confidence, fill gaps and give each pupil the knowledge, skills and experiences they need to thrive in modern Britain.

This policy sets out our approach to the curriculum, to the spiritual, moral, social and cultural development of our pupils, and to the active promotion of fundamental British values. We treat these as one connected whole. What we teach, how we model relationships, and what pupils take away about living well alongside others, all shape the young person.

Section 3 – Aim & Scope

This policy applies to all staff, governors, pupils, parents and carers, and visitors. It aims to:

- set out the intent, content and delivery of our broad and balanced curriculum.
- explain how we support pupils' spiritual, moral, social and cultural development across the school day.
- show how we actively promote each of the fundamental British values by name, and how we evidence that pupils have understood them.
- make clear how we meet the Independent School Standards on the curriculum and on the development of pupils.
- prepare pupils for the opportunities, responsibilities and experiences of adult life in modern Britain.

Section 4 – Abbreviations and Definitions

Curriculum. Everything we plan for pupils to learn, both formal and informal, across the whole school day. This includes lessons, enrichment, therapeutic input and the everyday social learning that happens between adults and pupils.

SMSC. The spiritual, moral, social and cultural development of pupils. It is how pupils develop their own values, learn right from wrong, work well with others, and understand the world and cultures around them.

Fundamental British values. The four values named in the Independent School Standards: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Cultural capital. The knowledge, language and experiences that help a pupil take part fully in society and make the most of their next steps.

Section 5 - Policy Content

5.1 Principles and Approach

Our approach rests on the following principles:

Copyright – to be used only with prior and express permission of Keys Group.

- **Broad, balanced and ambitious** - We hold high expectations for every pupil and refuse to narrow the curriculum because a pupil has additional needs.
- **Adapted, not reduced -** We adapt content, pace and support so pupils can access learning, rather than removing learning from them.
- **Relational and Trauma-Informed -** We understand behaviour as communication and build learning on safe, trusting relationships, in line with the Keys Connect model.
- **Active promotion, not generalised values -** We promote each fundamental British value by name, not a vague set of core values.
- **Evidenced through pupil work -** We treat pupils' own work and voice as the strongest evidence that learning, including SMSC and British values, has been impactful.
- **Preparation for adulthood** - Everything we teach is pointed at independence, good qualifications where appropriate, and confident participation in adult and community life.

Our curriculum is designed to be broad, balanced, and ambitious, fully compliant with the Independent School Standards and aligned with statutory expectations, including the National Curriculum in England. It is carefully adapted to meet the diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs and those with Special Educational Needs and Disabilities (SEND).

5.2 Curriculum, SMSC and Fundamental British Values in Practice

Curriculum intent

At Snow Hill School, we set aspirational end points for each pupil, informed by their starting points, their EHCP outcomes and their individual needs. We sequence knowledge so pupils build towards meaningful qualifications, independence and successful transitions into adulthood.

Curriculum content

We ensure structured and meaningful learning across the following domains:

- **Linguistic** – English, communication, literacy, and where appropriate, modern foreign languages.
- **Mathematical** – Mathematics, numeracy, and problem-solving.
- **Scientific** – Science and technology.
- **Technological** – Computing and/or design and technology.
- **Human and Social** – History, geography, economic education, religious education and/or social studies.
- **Physical** – Physical education, movement, health, and fitness.
- **Aesthetic and Creative** – Art, music, drama, and/or design.

In addition, our curriculum:

- delivers core knowledge and skills aligned with the National Curriculum, with appropriate adaptation for pupils with SEND.

Copyright – to be used only with prior and express permission of Keys Group.

- provides Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE) where statutory.
- promotes Spiritual, Moral, Social and Cultural (SMSC) development and British Values—democracy, rule of law, individual liberty, mutual respect, and tolerance.
- embeds a strong focus on independence, life skills, and personal development, placing emotional wellbeing and SEMH growth at the centre.
- prepares pupils for further education, training, employment, and confident participation in adult and community life.

Where appropriate, and with the approval of the director of education/regional director, the school may adopt nationally recognised curriculum designs and frameworks to support consistency, quality, and statutory alignment. Examples include the use of White Rose Maths for mathematics, Jigsaw for PSHE and RSHE, and other accredited schemes that support progression, adaptation, and inspection readiness. These resources are selected to ensure accessibility for pupils with SEND and SEMH needs, and to support staff in delivering sequenced, ambitious learning across settings.

Our curriculum gives pupils experience across each of the areas required by the standards. We cover linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education, adapted for the age, aptitude and needs of our pupils, including those with an EHC plan.

Alongside these areas, our curriculum:

- delivers core knowledge and skills, with appropriate adaptation for pupils with SEND
- provides personal, social, health and economic education, including relationships, sex and health education in line with the 2025 statutory guidance that becomes statutory from 1 September 2026.
- promotes spiritual, moral, social and cultural development and actively promotes the fundamental British values.
- builds independence, life skills and cultural capital, with emotional wellbeing at the centre.
- prepares pupils for further education, training, employment and adult life.

Curriculum Implementation

Our curriculum is delivered through:

- small class sizes, or in some cases on a 1:1 basis, with appropriately qualified and trained staff.
- balanced weekly timetables that ensure depth in core subjects while allowing time for SEMH enrichment and therapeutic input.
- trauma-informed and relational pedagogy, tailored to SEMH needs.
- individualised pathways based on EHCP outcomes, baseline assessments, and ongoing review.
- access to external accreditation at appropriate levels, including GCSEs, Entry Level, Functional Skills, ASDAN, AQA awards, and vocational qualifications.
- a consistent emphasis on inclusion, safeguarding, and wellbeing across all subjects and settings.

Measuring Curriculum Impact

We evaluate the effectiveness of our curriculum through:

Copyright – to be used only with prior and express permission of Keys Group.

- academic progress tracked against personalised and nationally recognised benchmarks, reviewed by school and organisational leadership, including governors.
- social, emotional, and behavioural development, using validated tools and frameworks.
- achievement of external qualifications, evidencing readiness for next steps.
- preparation for adulthood, including employment, further study, and independent living, tracked against EHCP targets and aspirations.
- attendance, engagement, and participation data, analysed to inform interventions and support.
- feedback from pupils, parents, carers, and professionals, ensuring the curriculum remains responsive and relevant.
- external quality assurance, including ISI inspections, local authority reviews, and commissioner feedback.

Ultimate Measure of Success

Pupils leave our schools with:

- improved life chances through successful progression to the next stage of their education and/or chosen vocation.
- greater self-confidence, independence, and resilience.
- the skills, knowledge, and qualifications to progress successfully into adulthood.

Spiritual, moral, social and cultural development

We support SMSC across the curriculum, the ethos of the school, assemblies, tutor time, enrichment and restorative practice. Pupils develop self-knowledge and self-esteem, learn to tell right from wrong and respect the law, work well with others, and explore and respect a range of faiths, beliefs and cultures. Restorative approaches help pupils understand the impact of their actions, repair relationships and take responsibility.

Actively promoting fundamental British values

We actively promote each of the four fundamental British values by name. For each one, we are clear about where it is taught, how it is promoted across school life, and how understanding is evidenced in pupils' work.

Democracy. We teach democracy through the curriculum, for example in humanities and tutor time, and we promote it through pupil voice, the school council and decisions pupils help to shape. We evidence understanding through pupil work, council records and pupil voice.

The rule of law. We teach why rules and laws exist and how they protect people, and we promote it through clear, fairly applied school rules and restorative conversations. We evidence understanding through pupil work, reflections and pupil voice.

Individual liberty. We teach that pupils have rights and can make safe, informed choices, and we promote it by supporting pupils to make choices about their learning, options and next steps. We evidence understanding through pupil work, option choices and pupil voice.

Mutual respect and tolerance of those with different faiths and beliefs. We teach pupils to respect and understand people whose faiths and beliefs differ from their own, and we promote it through

Copyright – to be used only with prior and express permission of Keys Group.

drop-down days, educational visits, assemblies, enrichment, visitors and the everyday culture of the school. We evidence understanding through pupil work, including religious education and PSHE work, and pupil voice.

At Snow Hill School, we map these four values against our curriculum, assemblies, PSHE and relationships education, tutor time and trips, and we conduct an audit that brings together where each value is taught, how it is promoted, and pupil work as evidence of understanding. The local mapping is recorded in the school annex.

Careers guidance

For pupils receiving secondary education, we provide access to accurate, up-to-date careers guidance that is impartial, that enables pupils to make informed choices about a broad range of options, and that encourages them to fulfil their potential.

Evidence and triangulation

We keep a curriculum and SMSC evidence pack so we can show intent, implementation and impact at any time. This includes curriculum maps and schemes of work, the fundamental British values mapping, pupil work, pupil voice, assembly and enrichment records, and destinations data. Pupil work is our primary evidence and pupil voice supports it.

5.3 Recording, Monitoring and Reporting

Pupil progress and curriculum delivery are recorded on STAC forms, alongside curriculum maps, schemes of work and the evidence pack. Leaders monitor through learning walks, observations, work scrutiny and data reviews, and report to the proprietor and governors on a termly basis, with a full curriculum review at least annually.

5.4 Equality and Inclusion

This policy is applied fairly and without discrimination, in line with the Equality Act 2010. Every pupil is entitled to a curriculum that meets their needs and aspirations, including those with an EHC plan. We adapt planning, resources and teaching to remove barriers, and we monitor curriculum access and outcomes for different groups, acting swiftly to address any disadvantage. Curriculum content reflects diversity of culture, faith, family and ability, and promotes respect and inclusion.

Section 6 - Responsibilities

6.1 Pupils:

- engage with their learning.
- contribute to discussion.
- treat staff and one another with respect, and take part in enrichment, tutor time and the wider life of the school.

6.2 Staff:

- teach pupils with SEND well, adapt their teaching, and follow each pupil's plan.
- keep accurate records of progress.

Copyright – to be used only with prior and express permission of Keys Group.

6.3 The SENCO:

- leads the day-to-day operation of SEND provision and the statutory processes for pupils with an EHC plan.
- coordinates assessment, planning and annual reviews, liaises with the local authority and other agencies.
- supports and develops colleagues in their work with pupils with SEND.

While independent schools are not legally required to appoint a qualified SENCo, at Snow Hill School we ensure SEND provision is led by a suitably experienced SENCo.

6.4 Leadership and the senior mental health lead:

- ensure the policy is implemented effectively.
- ensure that staff are trained and resourced.
- ensure SEND provision is monitored and improved.
- monitor attendance, suspensions, exclusions, restrictive interventions and safeguarding concerns affecting pupils with SEND alongside educational outcomes.
- decide on suspensions and exclusions under the Suspension and Permanent Exclusion Policy.

6.5 Governance:

- hold leaders to account for quality and impact of SEND provision and for compliance with the relevant duties, monitoring through reports, visits and scrutiny of evidence.

6.6 Parents and carers:

- are active partners in planning and review.
- are kept informed.
- are supported to contribute their knowledge of their child.

6.7 Named leads

- SENCO is Jennifer Turner

Section 7 - Training Requirements

SEND, including the graduated approach and supporting pupils with SEMH needs, is covered in staff induction at Snow Hill School and refreshed regularly. The SENCo and staff receive ongoing development covering current SEND practice, Trauma-Informed approaches and legislative updates.

Section 8 - Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

Copyright – to be used only with prior and express permission of Keys Group.

Section 9 - Sources of Information / References

This policy reflects current statutory guidance and legislation, including:

- The Children and Families Act 2014, Part 3, which sets out duties towards children and young people with SEND.
- The SEND Code of Practice: 0 to 25 years (DfE and Department of Health, 2015), the statutory guidance we follow.
- The Equality Act 2010, including the duty to make reasonable adjustments and the duty to have a written, three-year accessibility plan.
- The Education (Independent School Standards) Regulations 2014, including the standards on the welfare, health and safety of pupils and on information provided.
- Keeping Children Safe in Education, under which pupils with SEND may need additional support and are recognised as potentially more vulnerable.
- The schools we work with sit across different inspectorates. This policy is grounded in the underlying duties, which are common across them. Where the inspecting body needs to be named, our school is inspected by ISI.

Section 10 – Version Control

This document can be found in Radar.

This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The next review date and version history are recorded in the control table above. The named owner for review at Snow Hill school is the headteacher.

Section 11 – Appendices

Appendix A - School Specific Information

Copyright – to be used only with prior and express permission of Keys Group.

Appendix A: School-Specific Information

At Snow Hill School, the following local arrangements apply:

- Curriculum and SMSC lead:
    - Janette Bissell – deputy headteacher

- Curriculum map and pathways offered:

KEY STAGE	Linguistic	Mathematical	Scientific	Technological	Human & Social	Physical	Aesthetic & Creative
KS3	English Guided Reading	Maths	Science Entry Level Science	Food Technology Digital Skills	PSHE/RSE Pol Ed Social Skills & Oracy Geography History RE SMSC	PE Water Sports Climbing Hiking Bushcraft Gym	Art Music
KS4	English (Entry Level, Functional Skills & GCSE)	Maths (Entry Level, Functional Skills & GCSE)	Science Entry Level iGCSE Human Biology	BTEC Home Cooking Skills Level 1/2 Functional Skills/Entry Level Digital Skills	PFA (Travel Training) BTEC Personal Growth and Wellbeing Level 1/2 SMSC	PE Water Sports Climbing Hiking Bushcraft Gym	Arts Award Discover & Silver BTEC Music Level 1/2
A range of vocational BTEC qualifications are available to suit the individual needs and aspirations of KS4 pupils, these include BTEC Sport, BTEC Health and Social Care							

Copyright – to be used only with prior and express permission of Keys Group.

- SMSC enrichment and community opportunities, including any local initiatives:

How Snow Hill incorporates SMSC into the curriculum

	Social	Moral	Spiritual	Cultural
PSHE	**Social Development** • Building positive relationships and friendships. • Developing communication, teamwork and conflict-resolution skills. • Understanding rights and responsibilities within communities. • Learning how to contribute positively to society. **PSHE examples:** Friendship, managing conflict, peer pressure, community participation, British Values. ***RSE** enables pupils to:* • Develop healthy, respectful relationships and friendships. • Build communication, empathy and conflict-resolution skills. • Work cooperatively with others and respect different viewpoints. • Understand their responsibilities within relationships, families and communities. • Know where and how to seek support when needed.	**Moral Development** • Understanding right and wrong. • Exploring ethical issues and consequences of actions. • Developing respect, fairness and responsibility. • Making informed and responsible decisions. **PSHE examples:** Bullying, online safety, consent, healthy choices, discrimination, personal responsibility. ***RSE** helps pupils:* • Understand right and wrong in relationships. • Consider the consequences of their choices and behaviours. • Learn about consent, respect, honesty and responsibility. • Recognise harmful behaviours such as bullying, coercion, abuse and discrimination. • Make informed and ethical decisions.	**Spiritual Development** • Exploring personal beliefs, values and identity. • Developing self-awareness, confidence and resilience. • Reflecting on emotions, relationships and life experiences. • Considering meaning, purpose and future aspirations. **PSHE examples:** Mental wellbeing, self-esteem, identity, healthy relationships, resilience. ***RSE** supports pupils to:* • Reflect on their own values, beliefs and identity. • Develop self-awareness and self-respect. • Explore feelings, emotions and relationships. • Consider questions about love, commitment, family and personal responsibility. • Respect the beliefs and values of others.	**Cultural Development** • Appreciating diversity and different cultures, beliefs and lifestyles. • Challenging stereotypes and prejudice. • Promoting equality, inclusion and mutual respect. • Understanding local, national and global communities. **PSHE examples:** Equality and diversity, Black History Month, LGBTQ+ awareness, Human Rights, British Values and community cohesion. ***RSE** promotes:* • Understanding and appreciation of diverse families, relationships and communities. • Respect for differences in culture, faith, beliefs and lifestyles. • Awareness of equality, diversity and inclusion. • Recognition of protected characteristics under the Equality Act 2010. • Preparation for living positively in a diverse society.
English	SMSC is embedded through texts, discussions and the written pieces the students produce. English develops communication and collaboration skills. Students participate in group discussions, debates and presentations. Students listen to each other's opinions. Lessons include analysing texts and problem solving We aim to help support students develop empathy by understanding different perspectives. Books covered in English that help support embed SMSC are: Animal Farm (**Class Hierarchy:** Despite the initial socialist promise of equality, a strict social	Students examine ethical issues and consider right and wrong. Lessons include debating characters' choices and consequences, Exploring themes, such as honesty, prejudice, responsibility and fairness. Evaluating different viewpoints in persuasive and non-fiction texts Animal Farm (**The Corruption of Absolute Power:** The most prominent moral lesson is that those who gain power are almost always corrupted by it. The pigs begin with a noble vision of equality, but over time, they succumb to greed and selfishness. Ultimately, they	English encourages students to explore ideas, beliefs and emotions by reflecting on characters, their experiences, hopes and fears. Considering themes such as identity, love, belonging or loss. Responding creatively to poetry, fiction and drama. Animal Farm (**The Dream of Freedom:** The rebellion is ignited by Old Major's vision of a utopian society free from human tyranny, tapping into the animals' spiritual desire for purpose, equality, and comradeship, Of Mice	English includes studying literature from different periods, cultures and backgrounds. Exploring body language and Exploring cultural identity along with Comparing texts from different cultures or historical periods Animal Farm (**Totalitarian Control:** The novella examines how a society's culture and traditions can be erased. The original anthem, *Beasts of England*, is banned and replaced by a song written by Minimus to praise Napoleon, enforcing a culture of absolute obedience), Of Mice and Men (**Awareness of Diversity:** The

Copyright – to be used only with prior and express permission of Keys Group.

	hierarchy develops. The pigs establish themselves as the elite ruling class, while the other animals (like Boxer) become an exploited working class, unknowingly facilitating their own oppression. **Class Struggle and Inequality**: The animals overthrow their human oppressors to achieve an equal society, but a new hierarchy quickly takes shape. The pigs exploit the physical labour of the other animals, much like a proletariat being manipulated by an elite, upper class), Of Mice and Men (**The Norm of Isolation:** Most workers in the 1930s were solitary drifters. The town name "Soledad," where the ranch is located, translates to "solitude".), Dragon's Den, Humpty Dumpty, Frankenstein, Boy in the Striped Pyjamas (**The Destructive Power of Prejudice** Prejudice is depicted as a learned, unnatural behavior. Through characters like Gretel, who undergoes ideological indoctrination, the novel demonstrates how adults weaponize hatred to dehumanize others. The physical fence dividing the two boys represents the arbitrary but deadly social boundaries created by systemic intolerance) and Nighttime.	become indistinguishable from the oppressive humans they originally overthrew), Of Mice and Men (**The Morality of Companionship** Steinbeck presents friendship as a profoundly moral good. In a world where migrant workers are ruthlessly isolated and hyper-independent, George and Lennie's bond stands out. Their devotion to one another challenges the rugged individualism of the era, suggesting that human beings have a moral duty to care for and protect the vulnerable**),** Dragon's Den, Humpty Dumpty, Frankenstein (**Parental & Social Responsibility:** The novel emphasizes that a creator owes love, guidance, and community to their creation. Victor's immediate abandonment of his monster—solely because of its unsettling appearance—fuels the creature's descent into violence and revenge), Boy in the Striped Pyjamas (**The Tragic Cost of Blind Obedience** Characters like Bruno's father act out of political ambition and unquestioning loyalty to a corrupt regime. The narrative illustrates the catastrophic moral cost of conforming to unjust authority and failing to question the destructive systems you are a part of) and Nighttime.	and Men (**Beliefs and Values:** The characters cling to the illusion of the American Dream as a way to maintain hope and dignity), Dragon's Den, Humpty Dumpty, Frankenstein (**The Fallen Adam vs. the Fallen Angel:** The novel heavily incorporates religious allegory, explicitly drawing on John Milton's *Paradise Lost*. **Adam:** The creature initially views Victor as his benevolent creator, comparing himself to the innocent Adam. **Satan:** Following his rejection by humanity, the creature identifies with Satan, lamenting), Boy in the Striped Pyjamas (**Transcendent Empathy and Grace:** Despite being raised in an environment saturated with hate and propaganda, Bruno's innocent love for Shmuel transcends the rigid, fabricated boundaries of the concentration camp. His ability to see Shmuel simply as a fellow human reflects a spiritual state of pure grace and unconditional love) and Nighttime.	novella acts as a sharp critique of cultural prejudices during the Great Depression, specifically addressing ableism, racism, ageism, and sexism), Dragon's Den, Humpty Dumpty, Frankenstein (**Science vs. Nature:** Influenced by the era's debates on galvanism (reanimating tissue with electricity), the story contrasts Victor's sterile, mechanical creation with the nurturing, divine power of the natural world. Shelley champions a return to nature and human emotion as a source of genuine happiness), Boy in the Striped Pyjamas (**Innocence vs. Indoctrination:** Bruno's naivety represents the untainted state of human nature, which is gradually corrupted by adult influences. His sister, Gretel, serves as a contrast, fully absorbing the Nazi ideology and propaganda fed to her by their tutor and father) and Nighttime.
Maths	While understanding is often achieved in maths though individual effort, it is also strengthened in a social setting. We encourage students to pose precise questions and to justify their own reasoning rigorously, they are encouraged to problem solve and creatively think how to solve a question. Students are encouraged daily to develop new skills and apply them. Whilst the thread that runs through is increasing self-esteem, a lot of our learners need high levels of support around this.	Maths seeks to provide methods to avoid being wrong, certainly in cases where questions can be posed quantitatively. The ability to make judgements which are not factually wrong is often the basis for making moral judgements, presumably with the aim of not being morally wrong. There are numerous examples of this process in the study of statistics, and so their potential to be misleading is emphasised and attitudes they need in order to make responsible moral decisions and act on them. whenever this topic is studied. High levels of support is given in the maths setting to students to communicate their moral thoughts clearly and calmly to both peers and staff.	Our aim in maths is to encourage students to think deeply about the concepts involved. While an entirely rational pursuit, introspection to interrogate and extend accepted truths is an enriching process. This is especially the case when the resulting understanding is surprising or wondrous, and opportunities for students to experience the awesome power of maths are taken whenever possible. Our students go on their own individual maths journey very much dependant on their sense of worth and understanding of their strengths and weaknesses. Studying maths and students realising they can actually master topics supports the building of their self-belief.	The study of mathematics is universal in the modern world. The fact that students learn about the same thing in Eastbourne, London, Moscow and Mumbai is regularly highlighted. Furthermore, when progress in a topic can be attributed to an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture particular time and culture, this is shared with the students. Examples include Pythagoras' Theorem in Ancient Greece, the use of zero in decimal notation in 5th century India and the development of algebra by Persian mathematician al-Khwarizmi i
PSHE / Nurture	Trips out at local parks, cinema, seaside and educational trips for PFA, such as travelling on public transport and washing clothes at a laundrette. ·	Watch Newsround every morning · Read 'Form Time Ideas' chart every morning · Often read stories with a linked message which we discuss	Watch Newsround every morning · Read 'Form Time Ideas' chart every morning · We learn about popular religious holidays in	Watch Newsround every morning · Read 'Form Time Ideas' chart every morning · On 'event' days such as St. Patrick's Day or David

Copyright – to be used only with prior and express permission of Keys Group.

	Social skills and Emotional Literacy lessons which touch on how we interact with others and read other's body language, use of voice etc. · Group games such as Jenga and Uno, hangman and Kahoot. · Entering company-wide competitions and looking at our online pages at other entrants. Build relationships, communication and teamwork skills through group work and collaborative problem solving. Role play activities. Conflict resolution and active listening. Learning about community involvement and citizenship. All students have the opportunity to attend a 'Making Memories'	and often have follow up lessons to. E.g. The Night Bus Hero - homelessness · In an ad hoc manner, we address things specific to what I have observed – e.g. We read The Boy Who Cried Wolf – to try and subtly address a student's habitual lying. · As a class we complete School Council questions. · In Emotional Literacy we learn about personality characteristics such as Honesty. · The students are consistently challenged on any inappropriate language or offensive ways of communicating – I have high expectations of them. · Work on anti-bullying week, children in need, etc. Develop understanding of right and wrong, ethics and consequences, through debates, ethical dilemmas, discussions on fairness, honesty and responsibility. Exploring law, rules and personal choices. Considering the impact of actions on other people.	class, when they occur throughout the year. · Chats linked to books/films such as Coraline, which touch upon supernatural themes. · Learning around Remembrance Sunday and the importance of respecting the fallen. Helping students explore beliefs, values, feelings and identity. Reflective activities Discussions about personal goals, purpose and aspirations Exploring emotions, wellbeing and self-awareness Considering different beliefs and worldviews respectfully	Attenborough's birthday I decorate our board with a celebratory message. · We celebrate PRIDE and do work on this theme in class, when it is that time of year. · I read stories to the students where different family types are illustrated and make it clear that all families are different but that it doesn't have to be a typical mum/dad dynamic. Films too, that include different cultures such as Kensuke's Kingdom and Big Hero 6. · When I hear a stereotype or someone describing a 'typical' perspective, I will challenge this or highlight when an atypical perspective is shown in a story. I subtly challenge the student's views on the world so that they know to be inclusive and try to see things from a different perspective to their own. Learning about WW1 and WW2 and the importance of remembering them. · Geography learning about continents and the countries that are within them – posters linked to famous landmarks, weather etc. · History learning about The Romans. Increase the students understanding and appreciation of diversity. Exploring different cultures, traditions and lifestyles. Discussing equality, inclusion and protected characteristics. Challenging stereotypes and discrimination, celebrating diversity within school and wider community. Awareness days held throughout the academic year, such as PRIDE, Chinese new year, EID.
Science	Science shows how discoveries affect people and society, such as vaccines, renewable energy, pollution and public health. It also encourages teamwork and discussions of scientific ideas.	Science involves ethical decisions, for example debates about genetic engineering, animal testing, climate change, medical research, and the use of technology.	Science can encourage curiosity and wonder about the natural world, such as exploring space, living organisms, evolution, or how the universe works.	Science is shaped by contributions from scientists around the world and different cultures. Learning about from different backgrounds shows how science is a global activity.
Food Tech	Developing team work and communication skills through practical lessons and activities. Encouraging cooperation, sharing equipment and ingredients and supporting others. Helps students to understand the importance of food in family and community life	Helps students consider ethical issues such as food waste, sustainability, fair trade and healthy eating. Encourages responsibility for food hygiene and safety. Promotes informed decision making about different food choices and the impact this can have on others and the environment	Encourages students to reflect on where food comes from and appreciate natural resources. Develops creativity through designing and making food products. Builds confidence and a sense of achievement when producing successful dishes	Providing opportunities for students to learn and experience foods of other cultures both theoretically and practically linking religious beliefs whilst the curriculum encourages self-reflection, evaluation and working as a team. The students also learn about nutrition and healthy eating in line with Government guidelines. Students learn about moral and ethical issues relating to how food is produced and transported and alternative diets such as Vegan and Vegetarianism, all promoting respect for differences in diets and cultures and

Copyright – to be used only with prior and express permission of Keys Group.

				promoting positive attitudes within communities of the wider world. Students are also encouraged to taste test new foods building their palettes and widening their food knowledge as part of their life journey. Students develop skills using tools and equipment so continue to build resilience and independence as they grow.
Humanities	During History and R.E lessons I encourage the students to share ideas and thoughts while remaining respectful of the ones that differ from ours. In communication lessons I attempt to include discussion's and activities that will get the students to work together whether that be through class discussions, activities such as the escape rooms (where the students worked together to unravel the virtual clues) or through DnD sessions where the group have to make plans, communicate and work together to solve puzzles.	This is encouraged through discussions in the lessons where I will ask the students "what are your thoughts on....." an example of this was a discussion had with one of my groups where I asked "do you think all Nazis were bad?" The students agreed they were all bad and then we discussed how the education system was changed to spread the ideals to children and they grew up learning false information leading to the students agreeing that some situations were sad and out of the control of some people and their views were poisoned by racist views.	we discuss heavily many different religious aspects in lessons and have been looking at Christianity, Judaism and Islam where we have compared the different religions and looked at similarities. We also openly discuss our thoughts on different spiritual questions (is religion good or bad?, what do we believe happens after death?, Is belief in something important?)	Throughout my lessons we look at how cultures come to be whether that be religious identity, the use of media and propaganda, how we interact with each other and how it differs from the past and what our shared beliefs and values are. an example of this would be how black Americans were treat during the American Civil rights movement due to poor education and preconceived notions compared with the far more unimpeachable views we have today, that people should not be judged on skin colour.
Music	Promotes collaboration and resilience through group projects, ensemble playing, and performances. It fosters key social skills such as cooperation, leadership, and mutual respect among peers	Addresses ethical issues through analysing lyrics. It also helps to teach respect for others' work and views when performing or evaluating. It encourages critical thinking about how music influences feelings.	Encourages emotional expression through composing and performing. Listening activities enables children to explore how music evokes feelings or connects to particular events. Music also allows personal responses to music and the use of imagination. We naturally learn about how music is expressive and can be used as a means of relaxation.	Involves exploring music from a range of cultures, genres, and traditions, helping to foster appreciation for diversity. It also includes learning how music has been shaped by different social and historical contexts. We've recently studied the blues and learned about the historical and cultural roots of the genre. Part of LTP is to look at music from other cultures such as Native American spiritual music.

Copyright – to be used only with prior and express permission of Keys Group.

- Fundamental British values mapping, showing where each of the four values is taught, how it is promoted, and the pupil work that evidences understanding:

How Snow Hill incorporates fundamental British values into the curriculum

	Democracy	Rule of Law	Tolerance	Respect	Liberty
English	English lessons often introduce students to democratic ideas by studying texts that explore Freedom of speech and expression, equality, justice and human rights. Different perspectives on social and political issues and the responsibilities of citizens in society. English provides students with the opportunities to participate in discussions and debates. Democracy values listening to different viewpoints and expressing opinions respectfully. English develops the ability to question information and sources, identify bias and persuasion, evaluate arguments and distinguish fact from opinion. In our school everyone has a chance to speak, we celebrate and value different cultures and different backgrounds. Animal Farm- looking at the political context, oppression, communism, the apparent Democracy on the Fram and the failure of Democracy through the actions of the Pigs; humans V animals, covering: 1)Democracy 2)Rule of Law- the rules of Animalism 3)Individual liberty- the farmers/the pigs/the dogs. 3)Still to be taught- A Midsummer night's dream- the interplay of the couples, Aegeus character, the lives of Oberon and Titania and the changeling child and the roles of the Mechanicals: Democracy- the mechanicals and the battle over the play Rule of Law- Human and Fairy Individual liberty- the right to love. Throughout ALL English lessons I encourage students to make themes relevant to modern day/themselves and so consequently we do discuss these 4 issues naturally. In actual terms- the idea of Democracy is within the learning environment as well as tolerance and	Each classroom has classroom expectations; these are agreed rules to be followed by all students. Texts used within lessons help explore characters who obey and break laws, this enables students to participate in discussions and debates. We encourage respectfulness to others and the different viewpoints and following agreed rules. Of Mice and men- looking at the relationships of the men on the ranch, the position/lack of power of Curley's wife and Crooks; the context of the great Depression; the character of Lennie and his Fate. As additional context we listened to and looked at the lyrics of 'Strange fruit' and discussed the lynch mobs and the KKK. Consequently, we were able to address: 1. Tolerance and respect 2. Rule of law 3. Individual Non-fiction extracts- looking at perspectives of people in prison and prison reforms, covering: 1)Rule of Law 2) Individual liberty 3)Tolerance and respect Animal Farm- looking at the political context, oppression, communism, the apparent Democracy on the Fram and the failure of Democracy through the actions of the Pigs; humans V animals, covering: 1)Democracy 2)Rule of Law- the rules of Animalism 3)Individual liberty- the farmers/the pigs/the dogs	Within lessons we use language learning activities that encourage students to understand respect and improve knowledge and understanding of different perspectives, cultures and experiences. The use of diverse reading materials including text from different cultures, countries and social backgrounds. During written tasks require students to consider different viewpoints, role plays and debates help students understand respect and equality. Group activities provide an environment to participate in conflict-resolution. The school provides awareness days providing opportunities to experience and celebrate difference. Of Mice and men- looking at the relationships of the men on the ranch, the position/lack of power of Curley's wife and Crooks; the context of the great Depression; the character of Lennie and his Fate. As additional context we listened to and looked at the lyrics of 'Strange fruit' and discussed the lynch mobs and the KKK. Consequently, we were able to address: 1. Tolerance and respect 2. Rule of law 3. Individual Non-fiction extracts- looking at perspectives of people in prison and prison reforms, covering: 1)Rule of Law 2) Individual liberty 3)Tolerance and respect **Tolerance and mutual respect** in: **The Boy in the Striped Pyjamas** - Shown through the bond between	Within the school and in lessons we work to ensure that all discussions are respectful, we do this by listening without interrupting, respond to ideas, views and comments respectfully rather than negatively. Using polite language even if we do not agree with different viewpoints. We teach respectful language. Students are asked to write from different characters point of view, the aim is to continuously embed empathy which is closely linked to respect Staff model respect by listening, using inclusive language, treating mistakes as learning opportunities and respond calmly. Of Mice and men- looking at the relationships of the men on the ranch, the position/lack of power of Curley's wife and Crooks; the context of the great Depression; the character of Lennie and his Fate. As additional context we listened to and looked at the lyrics of 'Strange fruit' and discussed the lynch mobs and the KKK. Consequently, we were able to address: 1. Tolerance and respect 2. Rule of law 3. Individual Non-fiction extracts- looking at perspectives of people in prison and prison reforms, covering: 1)Rule of Law 2) Individual liberty 3)Tolerance and respect **Tolerance and mutual respect** in:	Throughout the school we give the students the opportunity to explore freedom of thought, expression and choice while learning. We promote respectful debates and discussions. Students have access to analysing speeches, essays, poems and articles that discuss freedom, justice and human rights. We are interested in student voice, we have a student council which enables students to voice opinions, requests and suggestions, regular meetings take place and changes are enabled following these. Non-fiction extracts- looking at perspectives of people in prison and prison reforms, covering: 1)Rule of Law 2) Individual liberty 3)Tolerance and respect Animal Farm- looking at the political context, oppression, communism, the apparent Democracy on the Fram and the failure of Democracy through the actions of the Pigs; humans V animals, covering: 1)Democracy 2)Rule of Law- the rules of Animalism 3)Individual liberty- the farmers/the pigs/the dogs. Shakespeare- Through the three plays we will be exploring the key idea of individual liberty, along with contextual

Copyright – to be used only with prior and express permission of Keys Group.

	respect and individual liberty during discussions/speaking and listening. **Democracy** in: **Debate -** Encourages this by allowing everyone an equal voice.	Shakespeare- Through the three plays we will be exploring the key idea of individual liberty, along with contextual and historic 'rules of law, specifically: 1)Romeo and Juliet- Juliet's position as a young female in the 16th century; the patriarchal system; arranged marriage; Juliet's rebellious choices; taking their lives. Rule of law is explored through Prince Ecscales's decree as well as Juliet's father's threats. 2) Still to be taught- Macbeth- through the character of Macbeth, his hamartia, the act of regicide, Lady Macbeth's role in the murder, we will explore: Rule of Law Individual liberty 3)Still to be taught- A Midsummer night's dream- the interplay of the couples, Aegeus character, the lives of Oberon and Titania and the changeling child and the roles of the Mechanicals: Democracy- the mechanicals and the battle over the play Rule of Law- Human and Fairy Individual liberty- the right to love. **Rule of Law** in: **The Terrible Fate of Humpty Dumpty** - Shows that bullying and inciting dangerous behaviour can be illegal and have serious consequence.	Bruno and Shmuel; they don't care about differences in religion, race or social class and treat each other as equals. The absence of it and the effect that this can have is also shown in the adult world - showing the devastating consequences that a lack of these things can have. **Frankenstein -** The importance of this is shown because of the monster's total exclusion from humanity causes his acts of violence. This highlights the importance of treating all individuals with dignity. **The Terrible Fate of Humpty Dumpty** - exposes the devastating impact that not having tolerance and mutual respect can have. **Debate -** Encourages the acceptance of different opinions and viewpoints.	**The Boy in the Striped Pyjamas** - Shown through the bond between Bruno and Shmuel; they don't care about differences in religion, race or social class and treat each other as equals. The absence of it and the effect that this can have is also shown in the adult world - showing the devastating consequences that a lack of these things can have. **Frankenstein -** The importance of this is shown because of the monster's total exclusion from humanity causes his acts of violence. This highlights the importance of treating all individuals with dignity. **The Terrible Fate of Humpty Dumpty -** exposes the devastating impact that not having tolerance and mutual respect can have. **Debate -** Encourages the acceptance of different opinions and viewpoints.	and historic 'rules of law, specifically: 1)Romeo and Juliet- Juliet's position as a young female in the 16th century; the patriarchal system; arranged marriage; Juliet's rebellious choices; taking their lives. Rule of law is explored through Prince Ecscales's decree as well as Juliet's father's threats. 2) Still to be taught- Macbeth- through the character of Macbeth, his hamartia, the act of regicide, Lady Macbeth's role in the murder, we will explore: Rule of Law Individual liberty 3)Still to be taught- A Midsummer night's dream- the interplay of the couples, Aegeus character, the lives of Oberon and Titania and the changeling child and the roles of the Mechanicals: Democracy- the mechanicals and the battle over the play Rule of Law- Human and Fairy Individual liberty- the right to love. **Individual Liberty** in: **Debate -** The freedom to express your own opinions without judgement. **The Terrible Fate of Humpty Dumpty -** Emphasises the dangers of not having it. **The Boy in the Striped Pyjamas** - Shows the consequence of a world where individual liberty has been completely destroyed.

Copyright – to be used only with prior and express permission of Keys Group.

Maths	Maths and the use of data have a significant role in the democratic decision making and influencing change. Students will hear statistics quoted to justify and argue for particular positions. Within maths, again using varied levels of complexity, the validity of these statistics can be explored. The development of critical thinking skills using maths. As a result of our teaching students will develop resilience to being exploited by extremists.	There are opportunities to study areas where numerical data is part of the rule of law. Examples to teach different aspects of maths can come directly from statistics used in law. This might include taxation or calculations that need to be made to make sure that industry complies with health and safety legislation. Statistics can also be used to identify the impact of legislative change. The Office of National Statistics may be helpful. The level of analysis will obviously vary according to the level of maths being taught. Individual liberty Students might explore the extent of individual liberty bearing in mind legal constraints that are numerical in nature, e.g., taxation of income, levels of alcohol in the blood when driving, speed limits in cars. Choices in terms of future education choices and careers should also be explored to identify the extent of individual liberty that we each have.	Maths embed tolerance through the way lessons are structured and through the nature of mathematical enquiry. Respecting different approaches, students learn that there can be multiple valid methods for problem solving. Students are encouraged to listen to each other and evaluate alternative strategies respectfully. Teachers model the idea that different ways of thinking can lead to the same correct answer. Collaborative learning through par and group work, this requires to work effectively with peers from different backgrounds and different abilities. Students develop patience, active listening and respect. All students are encouraged to participate	Ensuring that behaviour in the classroom demonstrates respect for those with different faiths and beliefs and those with the protected characteristics set out in the Equality duty. Tolerance of those of different faiths and beliefs Student code of conduct. Good working relationships in the classroom and around the college that promote effective learning. Spiritual, Moral, Social and Cultural (SMSC) Education. SMSC is central to our school vision as we believe that we should look after ourselves and each other, show empathy, integrity and support to all people and our environment along the way. We encourage tolerance, resilience, and reflection, which in turn allows everyone to make progress every lesson. The personal development of students, spiritually, morally, socially and culturally is intertwined with our values of Ambition, Support, Perseverance, Integrity, Reflection and Empathy. students to distinguish right from wrong and to respect the civil and criminal law of England. Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. ▪ Enable students to acquire a broad general knowledge of and respect for public institutions and services in England. ▪ Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. ▪ Encourage respect for other people. ▪ Encourage respect for	Maths encourages students to question assumptions, test ideas using evidence and logic. Reach conclusions through reasoning. Individuals should be free to think for themselves and justify their own decisions. E.G. when students are asked to explain their methods or compare different solutions. Developing informed decision-making through data analysis, promoting fairness and equal access to logical thinking.

Copyright – to be used only with prior and express permission of Keys Group.

				democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. Students' spiritual development involves Spiritual Development the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing Our aim in maths is to encourage students to think deeply about the concepts involved.	
PSHE / Nurture	We give students the opportunities to participate in decision-making, express their views and understand how democratic processes work in everyday life. We hold class votes, allow students to contribute to class rules and expectations. Use surveys, questionnaires and student council to gather student voices.	During lessons we explore the purpose of rules and law, this is completed by discussions. We teach rights, responsibilities and consequences, helping students understand that rights come with responsibilities. We use real life scenarios covering bullying, online safety and discrimination.	PSHE is used to discuss different cultures, religions, beliefs, family structures and identities. Developing empathy and understanding. How people's actions and words can affect others. The lessons enable us to discuss bullying, discrimination. Themed awareness days provide opportunities to learn about a range of religions and world views, we encourage curiosity and respectfulness. We use current topics and news.	Respect is covered in a number of topics including relationships, health & wellbeing, living in the wider world and online safety.	We provide the students the opportunity to understand freedom, choice, rights and responsibilities, topics covered are Health & well being, relationships, living in the wider world. Students have the right to express their views and opinions
Science	Science covers green voting and how people are consulted on green issues.	Science shows how discoveries affect people and society, such as vaccines, renewable energy, pollution and public health and the laws around these areas.	Science is shaped by contributions from scientists around the world and different cultures. Learning about from different backgrounds shows how science is a global activity.	Students will develop skills like questioning, making informed decisions and choices, respecting each other and understanding how science connects to their lives and the wider world.	Science involves ethical decisions, for example debates about genetic engineering, animal testing, climate change, medical research, and the use of technology.
Food Tech	Pupils work as a team and make decisions collaboratively over ingredients and decisions about enterprise such as how many goods to make/type/price. Pupils and staff vote for	Food and hygiene standards legislation is learned about during theory lessons and put into practice during practical tasks.	Pupils learn about different cultures through creating menus from different cultures and food tasting sessions.	Standards in the kitchen are very high and there is a culture of respect as would be seen in a commercial kitchen.	During 'free-style' lessons which are additional enrichment beyond the food technology curriculum,

Copyright – to be used only with prior and express permission of Keys Group.

	their favourite in bake off and ready, steady cook competitions.				encourage freedom of choice around ingredients and recipes.
Humanities	Democracy is covered at Key Stage 3 when studying all topics including Raiders and Invaders, British History, the Age of Revolutions, the Making of the USA, Persecution and 20th Century Conflict. At KS4 it is covered in Prejudice and Discrimination, Crime and Punishment and a Non-British Society in the Past.	At Key Stage 3, the Rule of Law is covered in 20th Century Conflict and Raiders and Invaders. At Key Stage 4, the Rule of Law is covered in Crime and Punishment.	At Key Stage 3, Tolerance is covered in Raiders and Invaders, British History, Age of Revolutions, The Making of the USA, Persecution and 20th Century Conflict. At Key Stage 4, Tolerance is covered in a Non-British Society in the Past, Crime and Punishment and Prejudice and Discrimination.	At KS3, respect is covered in US Civil Rights and British History. At KS4, respect is covered in Crime and Punishment, Prejudice and Discrimination and a British Society in the Past.	At Key Stage 3, Tolerance is covered in Raiders and Invaders, British History, Age of Revolutions, The Making of the USA, Persecution and 20th Century Conflict. At Key Stage 4, Tolerance is covered in a Non-British Society in the Past, Crime and Punishment and Prejudice and Discrimination and a British Society in the Past.
Music	In lessons students often make decisions together to create and perform music using keyboards. They make sure that everyone's thoughts, suggestions and ideas are considered.	Students appreciate that the musical instruments that we use are cared for and never damaged. They understand that the rules for their use prepare us for using equipment in the world of work	By studying music from different countries and cultures students understand that we all share the same beliefs and values. They learn about the role music has played within different cultures, for example reggae music. They also understand the importance of values and ideas when working together in ensemble groups and learn to listen to others opinions when rehearsing for group performances.	Through listening and discussing music and the creative processes behind it, we often identify differences in opinions and feelings. Students are able to appreciate the differences in their own musical tastes, their classmates and the wider world. Students are expected to collaborate with their peers and to critique with kindness when giving feedback on each other's work.	Students are able to express their individuality when creating their own compositions and are able to show imagination and creativity in their learning. Students are able to learn about how composers and musicians have expressed their individual liberty through their music. Students are given the opportunity to take part in peripatetic music lessons outside of lessons.
Digital Skills	At Snow Hill School, we broadly follow the Teach Computing scheme in KS3/4. Our curriculum provides opportunities for children to learn about the importance of democratic processes in the use and development of technology. For example, they can learn about how the internet is governed and regulated, or how open-source software is developed through collaboration and sharing. Teachers encourage children to discuss and reflect on these processes, and to participate in decision-making and problem-solving activities that involve the use of technology. Fake news is investigated giving children tools to help examine the validity of social media	The Digital Skills Curriculum emphasizes the importance of responsible use of technology, including respect for intellectual property, privacy, and security. Children learn about the laws and regulations that govern the use of technology, such as copyright law, data protection regulations, and online safety guidelines. Teachers reinforce this value by emphasizing the importance of responsible use of technology, and by providing opportunities for children to reflect on ethical and legal issues related to technology. The under 16's Social Media ban is generating some important discussions	The Digital Skills Curriculum highlights the importance of respectful behaviour and positive online interactions. Children learn about the impact of their online behaviour on others, and how to communicate and collaborate effectively in digital environments. Teachers encourage this value by promoting positive online behaviour, providing opportunities for collaborative activities, and emphasizing the importance of respectful and responsible use of technology. The Digital Skills Curriculum provides opportunities for children to learn about and appreciate the diversity of cultures and beliefs through the use of technology. For example, they can learn about digital art from different cultures or use technology to explore and celebrate	Within Digital skills we teach students how to interact responsibly, safely and ethically in digital environments. Students learn to communicate politely and appropriately in various forms such as emails, messages and online discussions. How to avoid cyberbullying, harassment and offensive language. How they must consider their words and how these may affect others. We promote empathy, kindness and respect for different viewpoints. We teach students to protect personal information, respect the privacy of others, not to share information or images without permission. To understand data protection and online safety.	The Digital Skills Curriculum provides opportunities for children to express their creativity and explore their own interests and passions through the use of technology. For example, they can learn to code, design and create digital content, or use digital tools for personal expression and communication. Teachers promote this value by encouraging children to take ownership of their learning and to develop their own digital identities. Recently, children were given the opportunity to create a digital artifact for Pride celebrations.

Copyright – to be used only with prior and express permission of Keys Group.

			cultural traditions and customs. Teachers can promote this value by incorporating activities and resources that highlight cultural diversity, and by encouraging children to engage with and learn from others with different backgrounds and perspectives. Recently, the children have been given the opportunity to create a digital artifact to celebrate PRIDE. All faiths are accepted within the Digital Skills Curriculum. Faith celebrations are celebrated by showing informative documentaries that aim to encourage mutual understanding, discussion and respect of global faiths		

- Accreditation and qualification routes offered:
    - AQA GCSE Maths.
    - AQA GCSE English.
    - Pearson BTEC Levels 1 and 2 Food Technology, Applied Science Personal Growth and Wellbeing, Introduction to Hospitality, Land Based Studies, Health and Social Care, Sport, Business.
    - Level 2 Extended Certificate in Learning in the Outdoors.
    - Arts Award Discover, Silver.
    - Pearson Functional Skills Levels 1 and 2 English, Maths and Digital Skills.
    - Pearson Entry Levels 1-3 English.
    - AQA Entry Level 3 Maths.
    - Eduqas Entry Pathways Level 2/3 History.
    - AQA Unit Awards.

Copyright – to be used only with prior and express permission of Keys Group.