

# **SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION POLICY**

## **Whole School**

**Reviewed: May 2024 (NS)**

**Governor Review: May 2024**

### **Introduction**

Spiritual, moral, social and cultural development is concerned with pupils' self-knowledge, self-esteem, self-confidence, awareness and understanding of moral issues. Developing their ability to relate to others and to take responsibility for their behaviour, as well as their contribution to the community are among the core aims of the school.

This policy takes note of the Government non-statutory guidance for Independent Schools:

- The Equality Act 2010
- The Independent School Standards: Guidance for Independent Schools (April 2019)
- Promoting Fundamental British Values as part of SMSC in Schools (November 2014)
- Independent School Standards Regulations (September 2014)
- Prevent Duty Guidance (December 2023)

### **Aims**

The School actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The School believes that pupils' development in non-academic terms will enable them to play a confident, informed role in society, have a fully developed values system, and be able to interact with other people in a positive way.

The School will ensure that principles are actively promoted which:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable pupils 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 pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;

- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England;
- do not promote extremist views, or partisan political views, through their curriculum and/or teaching; and
- offer pupils a balanced presentation of views when political issues are brought to their attention.

AESG recognises, in its aims, the importance of the personal development of each individual pupil in addition to her academic progress and achievement. Learning programmes encourage: reflection on **spiritual** values and principles; awareness of **moral** codes and conflicts; appreciation of their own and different cultures; participation in **cultural** experiences; and development of personal and **social** skills.

The School recognises that its ethos, the example set by its staff and the opportunities for pupils to contribute to the school and community are as important as the taught curriculum in helping girls to become reflective, principled, tolerant, considerate and responsible members of society.

AESG is a Joint Church School, and has foundations in the Woodard Corporation and the Sisters of St. Joseph of the Apparition. Therefore, we are a community that reflects the intrinsic values of these two communities, whilst encouraging diversity, allowing individuals to explore their beliefs and encourage all members of our community to create a tolerant, harmonious and inclusive environment.

Pupils celebrate their own spiritual beliefs within an equal opportunities' context, but also learn about the beliefs of others. The intention is to promote multi-cultural understanding within the School under the Christian 'umbrella' which is so important to its foundation and also to prepare pupils to play a positive and effective role in Britain's multi-cultural society. The range of cultures and faiths within the School is considered to be a strength of the School and also a unique opportunity for the enrichment of both students and staff.

All aspects of school life and staff/pupil interaction contribute to the development of a pupils' moral code and to her ability to make reasoned judgements on moral issues. These are embedded in the aims and values of the school. The ethos and expected behaviours of the school also promote the development of social, moral, social and cultural values, though expectations are adjusted to take account of the age or ability of a pupil or those with special needs.

## **Objectives**

### **Spiritual education**

Spiritual education encourages students to explore beliefs and experience, respect values, discover themselves and the surrounding world, use imagination and creativity and reflect on the meaning and purpose of life. In this way, pupils are provided with opportunities to extend their knowledge and understanding of, and personal insight into, a range of religious and spiritual beliefs, especially those represented in the School – Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism – thereby increasing a pupil's awareness of how and why peoples' values differ. Pupils will understand that the freedom to hold other faiths and beliefs is protected by law, and that the acceptance of different faiths should not be the cause of prejudicial or discriminatory behaviour.

Alderley Edge School for Girls has a Christian foundation and Christian values are at the very heart of our spiritual education for girls. Pupils are encouraged to value a non-materialistic dimension to life and to reflect on questions at the heart of human existence. Our motto 'Aspire not to have more, but to be more' is at the core of our work. Teaching styles will value

pupils' questions, give them time to reflect on their own ideas and concerns and encourage imagination and creativity.

### **Moral Education**

Moral education encourages pupils to recognise right and wrong, act consistently with their beliefs, understand consequences, investigate moral and ethical issues and offer reasoned views. Pupils are taught to develop their own personal, moral code in line with fundamental British values.

All staff are expected to set an example of high moral standards and of caring, concern and respect for others, to challenge views expressed when they conflict with fundamental British values, to preclude the promotion of partisan political views in their teaching and, whenever possible, to give a balanced presentation of opposing views.

### **Social Education**

Social education encourages pupils to use social skills in different contexts, work well with others, resolve conflicts and understand how communities work. AESG staff:

- provide opportunities for pupils to develop the inter-personal skills and personal qualities necessary to work effectively with people from a range of social and cultural backgrounds, to build good relationships, to be able to resolve conflicts effectively and to show initiative and leadership.
- equip pupils with the confidence to question instances of discrimination, injustice or bullying, ensuring that they understand the importance of identifying and combatting unfair or illegal discrimination.
- encourage pupils to contribute effectively to the School and to the wider community in a variety of social settings by taking part in discussion and decision-making forums.
- extend pupils knowledge about the rights, roles and duties of citizens, parents and workers as well as understanding how we can all influence decision-making through the democratic process.
- increase understanding about public institutions and information systems, about economic and political principles and organisations in England.
- understand that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and army can be held to account through Parliament, others such as the courts maintain independence.

### **Cultural education**

Through cultural education, pupils are encouraged to appreciate cultural influences, participate in culture opportunities and understand, accept, respect and celebrate diversity.

Through extra-curricular activities, the taught curriculum and examples set by staff at AESG:

- teach pupils about the origins, development and traditions of British culture
- raise awareness of, and develop understanding about, other cultures represented in Britain and the wider world.
- encourage pupils to appreciate how cultural diversity enriches the school and the wider community and to value this cultural diversity
- enable pupils to appreciate world culture in the arts, media, through the internet and foreign travel.

- help pupils function effectively in a multi-racial, multi-cultural society and to resist racial discrimination and to challenge beliefs and views which conflict with UK law and British values and belief.
- encourage active participation in artistic, sporting and cultural opportunities.
- uphold fundamental British values.

## **Practice**

These aims are put into practice at school through:

### **School rules, policies and institutions**

The School's Behaviour Policy sets out our expectations of girls' behaviour in relation to themselves and others, including a clear system of rewards and sanctions. The Behaviour Policy should be read in conjunction with other School policies including the Anti-Bullying (including cyber-bullying) Policy, Code of Conduct for Pupils' Use of ICT and the Equal Opportunities policy.

The School Committees and Prep School Council consists of elected representatives from each year group. They meet half termly and provide an invaluable source of student voice on a wide range of issues.

In the Senior School, the committees are led by VI Form students with a member of staff for support. They include Academic, Digital Learning, Student Wellbeing, House, Charity and Chaplaincy, EDI, Careers and Alumnae and Sustainability.

Pupils have the opportunity to hold positions of responsibility throughout the school, whether at form level, house level or whole school level. For example, we have Head Girls, House Captains, Peer Mentors, Committee Leads, Sports Leaders and Academic Mentors.

### **The curriculum (including the PSHE and Pastoral programmes)**

Our PSHE and programme, which runs throughout the school, covers various personal, social and economic issues related to the pupils' spiritual, moral, social and cultural development. There is an emphasis on giving girls a strong understanding of the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Many other subjects also provide opportunities for pupils' awareness and experience of spiritual, moral, social and cultural education to be developed. We, as teachers, have a responsibility to make the most of these opportunities in our lessons, to ensure that where political issues arise pupils are offered a balanced presentation of opposing views and to reinforce democratic processes in the classroom by treating girls equally, listening to their opinions and encouraging them to work collaboratively and with respect for others.

### **Assemblies and other School events**

Assemblies may have a spiritual or moral tone and content, may involve the celebration of pupils' achievements in any area or may showcase pupils' talents in a particular area and reinforce the values of the School.

Whole school events often have a spiritual or moral tone which express the collective values of the school; for example, the School's Birthday celebrations. Workshops and presentations, both those in-house in origin or given by visitors to the school, often enhance the pupils' spiritual, moral, social and cultural development. These may be in cross-curricular days, afternoons, shorter lectures or speaker events, the Sixth Form enrichment programme, etc.

### **Educational Visits**

Educational visits serve to enhance all aspects of girls' personal development and link to their spiritual, moral, social and cultural development. In particular, Self-knowledge, self-esteem and

respect for others is developed at team building and bonding days at the start of each section, through sports tours, ski trips and through challenging residential visits such as Duke of Edinburgh expeditions.

Pupils acquire an appreciation of and respect for their own and other cultures through regular local visits to museums, art galleries and places of worship. Extended opportunities arise during language exchanges or cultural visits overseas.

### **Charity and Voluntary Work**

The School expects that pupils will actively involve themselves in supporting others, for example through activities run by the Charity Committee or voluntary work.

### **A wide range of extra-curricular clubs and societies including House activities and events**

There is a full programme of extra-curricular activities to promote SMSC development in both the Prep and Senior Schools. Opportunities include:

- The Duke of Edinburgh Award Scheme
- Model United Nations
- Youth Speaks
- Amnesty Group
- Young Enterprise

## **Appendix 1**

### **Assembly Policy and Procedures**

#### **Aims**

Assemblies provide opportunities for collective reflection where different year groups meet on a regular basis. They play an important role in the spiritual, moral and social development of the pupils. The aim is to promote a sharing of values, to foster a spirit of unity and community and to raise awareness of the beliefs, needs and rights of others.

Assemblies are used to consider current moral and ethical issues and to stimulate the exploration of complex philosophical ideas. Assemblies are also a time to celebrate and to take pride in the achievements of individual pupils, teams of pupils and of the school as a whole through the formal presentation of awards and certificates. Participation by staff and students is encouraged.

#### **Procedures**

Assemblies are held at least twice weekly, after morning registration. On Tuesday and Wednesday, the assembly theme is aligned with our Christian Foundations and Values and is normally led by the Headmistress, a member of the SLT or Chaplain.

Senior School Assemblies on Monday and Thursday may have a secular theme and may link to current affairs or promoting #BeMore Attributes.

In the Prep School the focus of Friday assembly is celebrating success and is led by Year 6. The assemblies on a Tuesday may have a secular theme or be linked to our #BeMore attributes, and are led by a member of SLT, the chaplain or the Reverend.

Forms also meet with their year group at least once every half-term. Within the Lower School, forms meet and prepare presentations to their year group. This helps to develop a sense of unity within the form and within the year group, and provide contact with the Head of Year.

Houses meet on a regular basis, either for an assembly or meeting. Assemblies follow the aims as above at which the Head of House and VI Form team share plans for House Events.

Special assemblies provide an opportunity for girls to learn from each other. For example, the Harvest assembly is based on common themes, enabling the different religious and secular groups to contribute presentations to the rest of the school. Remembrance is held on the 11 November, or as close to and we hold the service at 11am. Such an event engages pupils of all faiths, reading poems or prayers, as appropriate.

St. Joseph's Day, our School's birthday, is held every March. The whole school (EYFS, Junior, Senior, teachers, PFA, governors) gather to celebrate the school, its core aims and vision and we celebrate the success of the charity work the school has undertaken.

## Appendix 2

### AESG Departmental Mapping of Spiritual, Social, Moral and Cultural Education - Senior School

AESG actively promotes the fundamental British values of:

- (i) Democracy
- (ii) The rule of law
- (iii) Individual liberty
- (iv) Mutual respect and tolerance for those with different faiths and belief

In addition to all members of staff challenging opinions or behaviour that contradict these values, specific fundamental British values are taught directly or indirectly throughout the curriculum as follows:

Objective	Currently in place:
<p><b>DEMOCRACY</b> An understanding of how citizens can influence decision making through the democratic process</p>	<p><b>Senior School</b></p> <p><b>Politics: teaching of topics Democracy and Participation covering ways of participating in the UK liberal democracy, the extent of UK liberal democracy and a review of the current state of participation.</b></p> <p><b>English:</b> Texts chosen to allow students to explore democracy and threats to democratic processes:  <i>KS3: Animal Farm, Romeo and Juliet, Wider Reading (Language and Literature), Transactional and Creative Writing</i>  <i>KS4: Macbeth, A Christmas Carol, An Inspector Calls, Wider Reading (Language and Literature), Transactional and Creative Writing</i></p> <p><b>Business &amp; Economics</b></p> <ul style="list-style-type: none"> <li>- study of UK economy</li> <li>- allocation of resources, market forces and government intervention</li> <li>- Development Economics – the strength of democracy in an economy and the level of economic development</li> <li>- leadership and management. Democratic leadership</li> <li>- role of pressure groups in influencing business behaviour/government legislation</li> <li>- Young Enterprise, voting for positions within the company</li> </ul> <p><i>Geography – Iceland Parliament visit as part of fieldtrip, Crime Unit in Year 8.</i></p> <p><i>Whole School – School Committees (led by VI Form students)</i></p> <p><i>VI Form – Appointment of Head Girl Team</i></p>

*DT – Teamworking – pupils elect to work with each other and are encouraged to be fair minded and respectful of each others' opinions.*

- *Pupil voice and discussion on practical outcomes that year groups enjoyed / disliked.*
- *Making choices on communication and presentation to peers.*

*Food – team work and selecting choices for making of products, awareness of the needs and wants of others with regards to food choices.*

*IT & Computing – pupil voice used to choose specific topics and shape the curriculum*

*PSHE – Democracy and Voting topic / General Elections topic*

*R&P – Year 12 students study utilitarianism and the influence of Bentham and Mill on social reform and legal change. At both KS 3 and 4, key individuals are looked at who brought about legal change e.g. Martin Luther King, Malala, Gandhi.*

*Art/Photography – Students are encouraged to listen to and consider others' views respectfully*

*History:*

- *Year 9: Election of Hitler in Germany 1933*
- *GCSE Module: Power and the People 1170-2000. Pupils are taught how democracy has developed in Britain from the time of the Magna Carta until the present day. Within this topics include: The Great Reform Acts / Chartism / The abolition of Slavery / The anti-Corn Law League/ Votes for Women.*
- *A Level: Coverage of British Political History and elections (1906-1957), Russia (1856-1964)*

*Library lessons /Page Turners– students regularly discuss each others' reading choices and vote on a book of the week.*

*Drama: During group activities and decision making. Exploring the Suffragette movement.*

*Biology - Open debate on stem cells and whether they should be used to treat disease.*

*Physics – Debates on which renewable resource is better and why*

*Psychology- open debates in most lessons*



	<p><i>Psychology- Study of eye witness testimony in the memory topic</i></p> <p><i>Psychology- Negotiation of homework deadlines between students and staff</i></p> <p><b>Music:</b> <i>Students study a range of key moments in musical history, including key figures who have been influential in the development of music and become societal influencers. Open discussion is held on a variety of cultural influences on music, black history month, interfaith music and women in music.</i></p> <p><i>French/Spanish: Modules on aspects of political life in the French/Spanish speaking world includes youth politics, participation, values and ideals. Equal opportunities (women and minorities) and debates on a range of topic issues</i></p> <p><b>Maths:</b> <i>No specific curriculum topics but rather demonstrated through all having an equal opportunity to contribute in lessons and, in some cases, decide on enrichment tasks to be undertaken. Occasional usage of election (or similar) statistics as part of data processing work. Study of misleading statistics.</i></p> <p><b>PE:</b></p> <ul style="list-style-type: none"> <li>• <i>Voting for player of the match for the opposing team at the end of fixtures/in lessons.</i></li> <li>• <i>Teamwork, choosing who to work with, listening to one another's' views and opinions and reaching decisions and compromises to produce an end result.</i></li> <li>• <i>Having an appreciation of one another's strengths and weaknesses and working together.</i></li> <li>• <i>Year 11 choice lessons in core PE. They opt as a group what activity to do.</i></li> </ul> <p><i>PSHE - Year 10 students are taught about Government and Politics; they look at voting, democracy verses dictatorships, the general election and how to be active and responsible citizens.</i></p>
<p><b>THE RULE OF LAW</b> An appreciation that living under the rule of law protects individual citizens and is</p>	<p><b>Senior School</b></p> <p>Politics: Explicit teaching of the rule of law, the UK constitution, the principles underpinning the UK constitution and an evaluate of the extent they are upheld. Explicit teaching of rights in the UK.</p> <p><b>English:</b> Texts chosen to allow students the opportunity to explore the rule of law. <i>KS3: Animal Farm, Romeo and Juliet, Wider Reading (Language and Literature), Transactional and Creative Writing</i></p>

<p>essential for their wellbeing and safety</p>	<p><i>KS4: Macbeth, A Christmas Carol, An Inspector Calls, Wider Reading (Language and Literature), Transactional and Creative Writing</i></p> <p><b>Business &amp; Economics</b> – study of legislation governing sale of goods, Health and Safety, Competition, Labour Market and EU legislation/ Labour Market Directives, patents, financial institutes and their regulation, business contracts and employment laws.</p> <p>Science – health and safety in lab – reviewed at the start of each year and before practical activities</p> <p>Science – Risk assessments and the need for safe laboratory practices  Physics; Car safety and the use of air bag and side impact bars. Uses of mobile phone masts and dangers of EM radiation.  Phys Nuclear Radiation – Hazards and uses of radiation.</p> <p>Geography – Sense of place case study Manchester, Crime Unit in Year 8, Global Systems and Governance Year 12.</p> <p>DT – Health and Safety legislation, patent, trademark and copyright law, Fairtrade</p> <p>Food - Legislation with regards to Food production and sales. H&amp;S in the food room to keep all safe</p> <p><b>ICT and Computer Science GCSE</b> – in depth study of legal environment governing data and technology use such as DPA, CMA, EU directives.</p> <p>Computing KS3 – study of e-safety regulations and best practices.</p> <p>PSHE – Government and Politics topic / UK Government and Parliament topic</p> <p>R&amp;P We directly study crime and punishment at KS4 and the role of the law and how Christianity and the law relate; an example is the right to protest. KS3 we study different legal codes such as the 10 commandments.</p> <p>Art – Students discuss the rules of the art room and why they are in place for their own wellbeing and safety</p> <p>Art &amp; Photography - The rule of law – Research and consider what could be deemed as potentially sensitive topics (ethical law), Reference the work of others (copyright law)</p> <p>Photography - Studio safety rules</p> <p><i>History:</i></p> <ul style="list-style-type: none"> <li>• <i>Year 7 – Impact of the Norman Conquest and development of the Magna Carta</i></li> <li>• <i>Year 8: Causes of the English Civil War</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• <i>Year 9: How Hitler seized power.</i></li> <li>• <i>Year 10: Causes of WWII – Hitler breaking International Law, Power and the People: The Equalities Act (2010)</i></li> <li>• <i>Year 11: The Elizabethan Poor Law, Civil Rights Laws (USA: 1950-1973)</i></li> <li>• <i>Year 13: British History 1906-1957 – stability in the 1930’s during the Great Depression, the failure of Communism and Fascism in Britain</i></li> </ul> <p>Psychology- Various examples of decisions in law- obedience topic, eye witness testimony topic- psychopathology topic</p> <p>Psychology-Subject of responsibility for actions pervades the entire subject e.g. attachment issues in children leading to abuse situations in adulthood, responsibility of family, patients and society in psychopathology</p> <p>Psychology- study of past criminal cases e.g. Jamie Bulger, Genie, Joseph Fritzl, Adam Lansing as well as lots of cases of online security and the law e.g. Tallulah Wilson, doctors suspended for "the lying down game" etc</p> <p>Psychology- examination of the justice system in eye witness testimony and forensic psychology</p> <p>Drama: Exploration of themes in Devised Drama. Previous explorations have included various criminal cases.</p> <p>VI Form: Participation in Mock Trial Competition</p> <p><b>Music:</b> Music department health and safety rules. Copyright and publishing laws.</p> <p>Spanish, French and German: Law and order topic-why do we need laws, laws to protect minorities and the role of trade unions. Comparing law and order in different countries and their advantages/disadvantages.</p> <p>PE:</p> <ul style="list-style-type: none"> <li>• Following rules in sports and respecting the umpire's decision</li> <li>• Awareness of PE rules for the health and safety of themselves and others.</li> </ul> <p>PSHE-We look at laws in relation to health, relationships and the living world (careers) and recognise why laws are there to keep us safe.</p>
<p><b>THE RULE OF LAW</b> An understanding of the separation of power between</p>	<p><b>Senior School</b></p> <p>Politics: Explicit teaching of the constitutional set out of UK government, including the roles of the legislature, role of the executive, role of the judiciary. Teaching of fusion of powers and the extent of executive dominance or ‘elective dictatorship’ at work in the UK.</p>

<p>the executive and the judiciary and that while some public bodies like the police and the army are held to account by Parliament, others, such as the courts, maintain independence</p>	<p>Teaching of UK judiciary including principles of judicial independence, judicial neutrality and the extent to which these are upheld. A review of devolution including the role of local government.</p> <p><b>English:</b> Texts chosen to allow students to explore democracy and threats to democratic processes.  <i>KS3: Animal Farm, Romeo and Juliet, Powerful Voices Poetry, Place Poetry, Wider Reading (Language and Literature), Transactional and Creative Writing</i>  <i>KS4: Macbeth, A Christmas Carol, An Inspector Calls, Power and Conflict Poetry, Wider Reading (Language and Literature), Transactional Writing &amp; Creative Writing</i></p> <p><b>Business &amp; Economics</b> – <i>the role of institutional frameworks to provide a platform for economic growth including judiciary process, financial regulation and sound central bank, the role of the CMA, employment law, trade unions and discrimination laws.</i></p> <p>Geography – Year 13 – Role of the EU in Global Systems and Global Governance unit.</p> <p>ICT and Computer Science GCSE – in depth study of legal environment governing data and technology including The Regulation of <b>Investigatory Powers Act 2000.</b></p> <p>PSHE – In year 10-Democracy vs. Dictatorships</p> <p><i>GCSE History:</i></p> <ul style="list-style-type: none"> <li>• <i>USA Topics: Roosevelt v the US Supreme Court, Civil Rights and Supreme Court decisions in the 1950s and 1960s, British History:</i></li> <li>• <i>The Magna Carta, development of Parliament (Simon de Montfort.</i></li> <li>• <i>A Level British History: 1906-1957, The Parliament Act of 1911</i></li> </ul> <p>Spanish, French and German: -Colonialism, independence, dictatorships and monarchies</p> <p>Psychology- Study of past criminal cases  Psychology- use of eye witness testimony in court  Psychology- source of funding for research in research methods topic  Psychology- independent nature of the governance of Psychological investigations and the role of the ethics committee</p> <p>Drama Exploration of the Individual Vs the State as seen in study of 'Antigone'. Exploration of various real life events for devising work at GCSE and A Level.</p> <p>DT: Understanding legislative requirements eg labelling. Restrictions and globalisation of industry. Implications when laws are not followed and sanctions imposed.  PE:</p>
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	Sanctions imposed if rules are broken (laws within the sports as set by the National Governing Bodies) when playing sports and the implications to the individual and the team.
<p><b>INDIVIDUAL LIBERTY</b> An understanding that the freedom to hold other faiths and beliefs is protected by law</p>	<p><b>Senior School</b></p> <p><b>Politics:</b> Teaching on individual freedoms, collective and individual rights, the conflict between individual and collective rights, the role of the legislature, executive and judiciary in upholding rights and evaluation of the extent to which rights are upheld in the UK. The role of supranational governments and devolved assemblies in defending and extending rights.</p> <p><b>English:</b> Texts chosen to allow students to explore the centrality of individual liberty and the lack thereof of individuals in various contexts. <i>KS3: Animal Farm, Romeo and Juliet, Powerful Voices Poetry, Place Poetry, Wider Reading (Language and Literature), Transactional and Creative Writing</i> <i>KS4: Macbeth, A Christmas Carol, An Inspector Calls, Power and Conflict Poetry, Wider Reading (Language and Literature), Transactional and Creative Writing</i></p> <p>Geography – Year 13 – Role of the EU in Global Systems and Global Governance unit., Year 8 Crime Unit, <i>Year 7 countries project</i></p> <p>PSHE - we look at conception-ivf, different views. We also look at friendships, diversity, bullying and racism.</p> <p>R&amp;P –We look at the Sikh gurus and how they defended the right to practise any faith; at A level we look at the law regarding freedom of religion and the role of religion in 21<sup>st</sup> C society.</p> <p><i>History:</i></p> <ul style="list-style-type: none"> <li>• <i>USA GCSE Topic – study of constitution</i></li> <li>• <i>American Revolutionary War – Declaration of Independence (GCSE Topic) / UN Declaration on Human Rights</i></li> </ul> <p>Biology – IVF, positive and negative connotations DT: Research into different culture and beliefs through design and encouraged to be inclusive designers.</p> <p>Drama Explored during peer group work. Through development of Devised work based on Holocaust inspired children's poetry.</p> <p><b>Music:</b> Investigation of music in different religions and the purpose of music in diverse cultures. Concerts in other religious venues around Europe, both Catholic and Anglican. A study of traditional spiritual and Jewish music in choir. Singing in different languages to celebrate other religious festivals such as Hanukkah and Diwali in the Prep school. Celebrational music from different faiths at Festival times.</p>

	<p>GCSE - A study of fusion music which crosses the divide of racial barriers.</p> <p>Spanish, French and German: Multiculturalism module including debate on effective laws are to prevent racism and discrimination</p> <p><b>Business &amp; Economics</b></p> <ul style="list-style-type: none"> <li>- understanding that businesses must respond to preferences and demands of different stakeholders</li> <li>- understand that businesses must respond to changes such as migration patterns, demographic changes, urbanisation and consumer lifestyles</li> <li>- employment law, discrimination</li> <li>- freedom for individuals to work where they wish and where their skills are best placed is essential if markets are going to work efficiently</li> <li>- Behavioural economists explore how individuals make decisions</li> </ul>
<p><b>MUTUAL RESPECT</b> 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</p>	<p><b>Senior School</b></p> <p><b>Politics: Teaching on individual and collective rights. Teaching of the constitutional foundations for these rights and recent legislation in this area.</b></p> <p><b>English:</b> Texts chosen to allow students to explore and celebrate diversity, the importance of mutual respect and tolerance and the consequences of failing to do so in various contexts.  <i>KS3: Animal Farm, Romeo and Juliet, Powerful Voices Poetry, Place Poetry, Wider Reading (Language and Literature), Transactional Writing</i>  <i>KS4: Macbeth, A Christmas Carol, An Inspector Calls, Power and Conflict Poetry, Wider Reading (Language and Literature), Transactional and Creative Writing</i></p> <p>Geography – Year 12 Sense of Place case study Manchester, multicultural societies in Year 11 Urban Environments and Year 13 Contemporary Urban Environments. <i>Year 7 Countries Project and India topic</i></p> <p>DT – Different social and cultural mores are discussed in class in relation to a number of design contexts. E.g. developing world and their inclusive design based on needs, Y7 Practical Action issues around recycling and sustainability, use of resources and impact on the environment.</p> <p>Food – food laws with regards to religion and cultural requirements.</p> <p>PSHE– Diversity, racism and radicalisation.</p> <p>VI Form – BeMore Human programme promotes understanding of others.</p>

R&P - Indirectly taught in the ethos and nature of R&P; in year 7 we examine what a belief is and different types of belief; in year 9, consideration of atheism and humanism in addition to world faiths. Similarities and contrasts.

Biology – for dissection we use sheep hearts and lungs to ensure that all religious groups can participate.

Business & Economics – The understanding that markets work most efficiently when they are free to respond to changes in consumer wants and needs. Businesses make adaptation to respond to the external environment changes such as demographic change, urbanisation and migration patterns. Behavioural Economics studies how individuals make decisions and how this can be used in Economic decision making.

Art/Photography– We promote respect and tolerance through sharing and learning about different people's ideas and creative responses.

*History:*

- *USA GCSE Topic – study of constitution*
- *Year 9: Study of the Holocaust*
- *GCSE: British History / Equality Acts*

Library provision – availability of resources which feature those with different faiths and cultures as the norm.

Psychology- Entire topic on cultural and gender bias

Psychology- Many cross-cultural studies in all topics

Psychology- evolutionary theory is accepted as an unproven theory in the attachment topic allowing for Christian fundamentalist beliefs

**Music:** Respect for others in creating and performing music within the classroom and at music events.

All girls are encouraged to support each other in this context throughout the school and in the department.

Music from diverse cultures and study of fusion music.

Spanish, French and German: Multiculturalism module including debate on effective laws are to prevent racism and discrimination

Maths – no curriculum topics but always inherent in class conduct and opportunities for individual/group contributions in lessons.

	PE – respect for team mates or opposition both during lessons and in competition.
<p><b>TOLERANCE OF DIFFERENT FAITHS AND BELIEFS</b></p> <p>An understanding of the importance of identifying and combatting discrimination</p>	<p>Geography Year 11 Urban Environments and multicultural societies, <i>Year 7 India Topic, UVI comparison of case studies in Haiti and USA (tropical storms)</i></p> <p>Computing KS3 – study of e-safety regulations and best practices. <b>Senior School</b></p> <p><b>Politics: Teaching of rights, judicial defence of rights, and the ability of the courts to defend against discrimination. Representation in parliament. Anti-discrimination legislation. Pressure groups and their role in combatting discrimination.</b></p> <p><b>English:</b> Texts chosen to allow students to explore and celebrate diversity, the importance of mutual respect and tolerance and the consequences of failing to do so in various contexts. <i>KS3: Animal Farm, Romeo and Juliet, Powerful Voices Poetry, Place Poetry, Wider Reading (Language and Literature), Transactional Writing</i> <i>KS4: Macbeth, A Christmas Carol, An Inspector Calls, Power and Conflict Poetry, Wider Reading (Language and Literature), Transactional and Creative Writing</i></p> <p>PSHE-Equality, racism, radicalisation.</p> <p>R&amp;P Year 9 study of Sikhism in supporting women’s rights e.g. speaking out against female infanticide and suttee. At GCSE we look at extremism and examples of prejudice based on religion, diversity of views towards homosexuality and women in religion.</p> <p>Drama Indirectly modelled throughout Drama Department practice in auditions for productions</p> <p><i>GCSE History: Power and the People – Annual trip – The People’s History Museum, Manchester</i></p> <ul style="list-style-type: none"> <li>• <i>Votes for Women</i></li> <li>• <i>Minority Rights</i></li> <li>• <i>Race Relations in Great Britain and the USA</i></li> <li>• <i>Abolition of Slavery</i></li> </ul> <p>Business &amp; Economics</p>



- There are many different economic schools of thought e.g. Keynesian, neo-classical, Austrian, Marxist
- students are encouraged to debate different perspectives and analyse refinements to theories and models
- Normative nature of economics
- understanding that employees have a range of different views and this influences an organisation's culture.

Library provision – availability of a wide range of resources on Human rights, racism and equality.

Psychology- consideration of discrimination against those with mental issues in the psychopathology topic and throughout the subject

Psychology- Gender bias and cultural bias studies in specific topic but also throughout the course

Psychology- study of discrimination against Fathers and those of alternate cultures in the attachment topic

Psychology- study of discrimination against women and those of alternate cultures throughout

**Music:** A study of racial & gender issues in the music industry.

Study of contemporary musical theatre investigating issues surrounding LGBTQ, Gender diversity, Equality, Historical Reparation, Study of WIM (Women in Music), Trailblazers in music

Spanish: the emancipation of women and rights of minorities

Spanish, French and German: Module on racism

Food: learning and understanding about food restrictions in respect of religious and moral beliefs and making allowances in the choice of ingredients. Acknowledging faith based celebrations and festivals.

### **Prep School**

We are a school with a Christian ethos and this is promoted through our RE scheme of work and visiting chaplains

Tolerance of different faiths and beliefs is promoted through the schemes of work for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals.

This is supplemented by assemblies which also mark and celebrate significant religious festivals such as Ramadan and Diwali.

Visits from speakers from other faiths and children have the opportunity to visit places of worship.

This is embedded as part of the focus on people, culture and communities, managing and building relationships as cited in Personal Social and Emotional development and Understanding the World, with the overarching idea that we should treat others as you want to be treated linking closely with mutual respect.

We support the children in exploring similarities and differences between themselves and others, among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.

Children are given lots of opportunities to *practise* tolerance and practitioners have an important role to play in modelling this behaviour.

Parents and teaching staff have been invited to share their different faiths, cultures and traditions, for example the Jewish festival of Hanukkah and the Swedish tradition of Santa Lucia.

## Appendix 3

### AESG Prep Fundamental British Values (FBV) Curriculum Mapping

In the Prep department, we develop and promote British Values throughout our general school ethos and within our whole-school curriculum offers. We aim to ensure that children become valuable and fully rounded members of society who treat others with respect and leave our setting fully prepared for life in Modern Britain. The key values we teach provide children with the fundamental knowledge and skills they need to contribute to society. These include:

- **Democracy** – An understanding of how citizens can influence decision-making through the democratic process.
- **The Rule of Law** – An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- **Mutual Respect and Tolerance** – An understanding of the importance of identifying and combatting discrimination. An acceptance that other people have 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.
- **Individual liberty** – An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

#### Democracy

##### Intent

Democracy is defined as a system of government by the whole population or through elected representatives. This refers to a group of people having equal rights and the freedom to choose how to be treated, rather than when one person has all the power and makes all the decisions. The democratic process also links closely to the way in which we vote for an individual person or group of people to represent us. At AESG, we value the importance of the democratic process as we believe that everyone, including children, should have the right for their voice to be heard and the opportunity to contribute to school development. We promote the democratic process throughout school to teach our pupils that:

- They are always listened to and feel they can share their ideas, thoughts, and opinions.
- Listening carefully to and showing concern for others is of high importance.

- Every individual has the right to their opinions and voices to be heard and respected.
- Personal and social responsibility is fundamental to everyday life.

	General Whole Prep	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>How do we teach democracy in</p> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Annual school council election process at the beginning of each year – children are taught what the democratic process is, pupils opt in for the potential to become representatives and promote their views and values through a candidate presentation.</li> <li>• Regular opportunities for pupil voice – school council collect feedback using surveys and general pupil surveys completed as whole-classes. School council then meet regularly to discuss issues raised by different classes and to feedback pupil voice. School council create plans to act upon feedback.</li> <li>• Children have opportunity to use suggestions box to provide feedback in their classrooms.</li> <li>• School council assemblies discussing key whole-school messages, initiatives etc.</li> </ul>	<p><b>PSHE</b></p> <p>Being me in my World (lessons 3, 4, 5 and 6)</p> <p>Celebrating Difference (lessons 3 and 6)</p> <p>Dreams and Goals (lesson 5)</p> <p>Relationships (lesson 1)</p>	<p><b>PSHE</b></p> <p><b>Year 1:</b></p> <p>Being me in my World (lessons 2, 3, 5 and 6)</p> <p>Dreams and Goals (lesson 3)</p> <p>Relationships (lesson 1)</p> <p><b>Year 2:</b></p> <p>Being me in my World (lessons 2, 3, 4, 5 and 6)</p> <p>Celebrating Difference (lesson 4)</p> <p>Dreams and Goals (lessons 3, 4, 5 and 6)</p> <p>Relationships (lessons 1 and 3)</p>	<p><b>PSHE</b></p> <p><b>Year 3:</b></p> <p>Being me in my World (lessons 3-6)</p> <p>Relationships (lessons 1, 2, 4 and 5)</p> <p><b>Year 4:</b></p> <p>Being me in my World (lessons 1-6)</p> <p>Dreams and Goals (lessons 5 and 5)</p> <p>Healthy Me (lessons 2, 3, 4 and 6)</p> <p>Changing Me (lesson 5)</p>	<p><b>PSHE</b></p> <p><b>Year 5:</b></p> <p>Being me in my World (lessons 2, 3, 5 and 6)</p> <p>Celebrating Difference (lessons 1, 2, 5 and 6)</p> <p>Dreams and Goals (lessons 1, 2, 5 and 6)</p> <p>Healthy Me (lesson 4)</p> <p>Relationships (lessons 5 and 6)</p> <p><b>Year 6:</b></p> <p>Being me in my World (lessons 2, 3, 5 and 6)</p> <p>Celebrating Difference (lessons 3 and 6)</p> <p>Dreams and Goals (lessons 4-6)</p> <p>Relationships (lessons 4 and 5)</p>	

<ul style="list-style-type: none"> <li>• Opportunities for pupil leadership and responsibility jobs created through an election process – house captains, prefects, digital leaders, eco angels, snack monitors, friendship council and classroom responsibilities.</li> <li>• Pupil engagement with class charters – establishing class rules, rewards, and sanctions.</li> </ul>				
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Implementation	Humanities	<ul style="list-style-type: none"> <li>• Understand the different forms of government.</li> <li>• Understand leadership hierarchies</li> <li>• British monarchy timelines</li> <li>• Political bias</li> <li>• The growth of the Roman Empire</li> </ul>
	RE	<ul style="list-style-type: none"> <li>• Respond to questions about the value of community groups and listening to their views and opinions.</li> <li>• Express ideas and opinions linked to a moral code of right and wrong.</li> <li>• Observe and understand varied examples of religions and worldviews .</li> </ul>
	PE	<ul style="list-style-type: none"> <li>• Teamwork and listening to the opinions of others.</li> <li>• Voting for 'players of the match'</li> <li>• Appreciating and acknowledging each others strengths.</li> <li>• Participating in decision-making processes e.g. voting on which games to play, which warm-up exercises to do, or how to organise teams for a particular activity.</li> <li>• Peer feedback: reflecting on each other's performance, offering suggestions for improvement, and acknowledging each other's</li> </ul>

<b>Science</b>	<ul style="list-style-type: none"> <li>• Voting when creating predictions and completing experiments.</li> <li>• Sharing and listening to the views of others.</li> <li>• Scientific enquiry—following the pupils' interests and allowing them to have ownership over the enquiry topics.</li> <li>• Group investigations: science investigations where pupils work in small groups to explore scientific concepts or solve problems.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Pupils are given equal opportunities to contribute.</li> <li>• Pupils are encouraged to use a variety of methods and make their own informed choices on the most efficient ones.</li> <li>• Group problem solving is encouraged, where pupils have the opportunity to work in teams.</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• Debates and discussions: the curriculum allows for lessons where pupils are encouraged to share their opinions and make votes.</li> <li>• Book club: pupils have the opportunity to choose the book for book club through a voting process.</li> <li>• Peer editing and publishing: Pupils are encouraged to create drafts of their work with peers, provide feedback, and work collaboratively to revise and improve their writing.</li> </ul>

## Rule of Law

### Intent

The rule of law is defined as the framework that underpins open, fair, and peaceful societies, where citizens and businesses can prosper. It is essentially about ensuring that rules and laws are implemented for citizens to have a happy, safe, and secure environment to live and work. This refers to the rules and laws put in place throughout society by governments, policy, places of work, parents, teachers, and individual citizens to regulate behaviour and avoid conflict or harm.

At AESG, we value the importance of establishing and promoting clear ground rules and boundaries as well as following national laws to ensure that our school setting is as a happy, safe, and peaceful environment for everyone. We recognise that in order for laws to be effective, it is our duty, alongside parents/carers to teach the children respectful and positive behaviours and to consider the consequences of breaking rules or demonstrating inappropriate behaviour and actions. We promote the rule of law to teach our pupils that:

- Rules and laws obtain and continue a balanced level of safety, fairness, order, and justice.
- Rules and laws form the basic values and moral of our legal system.

- We all have human rights which should be respected and protected.
- Understanding the legal system aids society and is a vital part of child development to prepare them for adult life.
- We all have a part to play in abiding by rules and following the law.

	General Whole Prep	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
How do we teach Rule of Law at AESG? <b>Implementation</b>	<ul style="list-style-type: none"> <li>• Our school ethos and behaviour policy revolves around kindness, respect and responsibility.</li> <li>• Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what good behaviour looks like.</li> <li>• Pupils regularly engage in discussions and assemblies linked to right and wrong and consequences of actions, behaviours.</li> </ul>	Being Me in My World (lessons 5 and 6) Healthy Me (lesson 6) Relationships (lessons 1 and 4)	<u><b>PSHE</b></u> <b>Year 1:</b> Being Me in My World (lessons 2, 3, 5 and 6) Healthy Me (lessons 4 and 5) Relationships (lessons 2 and 4) Changing me (lesson 4)	<u><b>PSHE</b></u> <b>Year 3:</b> Being Me in My World (lessons 3-6) Celebrating Difference (lessons 3 and 5) Healthy Me (lessons 3-5) Relationships (lessons 2 and 4)	<u><b>PSHE</b></u> <b>Year 5:</b> Being Me in My World (lessons 2-6) Celebrating Difference (lessons 1-4) Dreams and Goals (lesson 1) Healthy Me (lesson 2) Relationships (lessons 5 and 6)
How do we <b>Implementation</b>	<ul style="list-style-type: none"> <li>• Each class create class charters, a set of clear and fair ground rules that children have taken ownership of. This is completed in PSHE.</li> <li>• Behaviour expectations are visible around school. House points and merits are awarded for those displaying positive behaviour.</li> <li>• Behaviour around school focuses on promoting good choices and self-regulation.</li> </ul>		<b>Year 2:</b> Being Me in My World (lessons 2, 3, 5 and 6) Celebrating Difference (lesson 4) Dreams and Goals (lessons 4 and 5) Healthy Me (lesson 3) Relationships (lessons 2)	<b>Year 4:</b> Being Me in My World (lessons 1 and 4) Celebrating Difference (lessons 3 and 4) Healthy Me (lesson 6) Relationships (lesson 4)	<b>Year 6:</b> Being Me in My World (lessons 2-6) Celebrating Difference (lessons 3, 4 and 6) Healthy Me (lessons 2 and 3) Relationships (lessons 5 and 6)

	<ul style="list-style-type: none"> <li>• High expectations of achievement and behaviour are established at the beginning of each academic year and revisited regularly.</li> <li>• Pupils learn that there are consequences to breaking rules and law in school and in society.</li> <li>• Continual classroom discussion about right and wrong through a variety of channels; playground rules, rules for personal safety, PSHE curriculum etc.</li> <li>• School actively promotes good attendance and has clear procedures for those with poor attendance.</li> <li>• Staff abide by a code of conduct policy which sets out clear rules to abide by.</li> </ul>		<p>and 4) Changing me (lessons 4 and 5)</p>		
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p m l	<b>Humanities</b>	<ul style="list-style-type: none"> <li>• Understand that laws are in place to protect communities.</li> <li>• Understand justice and governance.</li> <li>• Introduce historical examples of legal systems.</li> <li>• Role playing activities to demonstrate the rule of law.</li> </ul>
	<b>Computing</b>	<ul style="list-style-type: none"> <li>• Pupils learn the laws around copyright, data protection and how the UK laws govern the use of online technology.</li> <li>• Pupils learn about age restrictions set out for different social media platforms.</li> <li>• Pupils learn to identify simple SMART rules that can be applied for their safety and support their health/well-being.</li> <li>• Pupils begin to understand that rules may change in context, based on where they are, what they are doing and who they are with</li> </ul>



<b>PE</b>	<ul style="list-style-type: none"> <li>• Basic rules around keeping safe during PE lessons, especially when using equipment.</li> <li>• Pupils learn the rules of different sports, including netball, hockey, football and athletics.</li> <li>• Pupils learn the importance of fair play.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Rules and requirements for Scientific investigations.</li> <li>• Rules for appropriate conduct to be safe during Science investigations.</li> <li>• Understanding the laws around alcohol, drugs and other substances, and how these impact the human body.</li> <li>• Sun safety rules.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Classroom rules are established.</li> <li>• Mathematical games with rules are used to reinforce concepts taught.</li> <li>• Pupils are taught the importance of following 'mathematical rules' and procedures.</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• Exploring legal concepts through literature within the curriculum.</li> <li>• Role plays and debates demonstrate the rule of law.</li> </ul>

## Mutual Respect and Tolerance

### Intent

Mutual respect is defined as a proper regard for the dignity of a person or position. It is linked to the understanding that we all don't share the same beliefs and values and that despite these differences, everyone has the right to their values, ideas, and beliefs to be respected without others imposing their own views on them. Mutual respect is the foundation for honesty, trust and meaningful communication and is an important factor in creating positive and healthy relationships.

At AESG, we value that mutual respect is essential to forming healthy relationships and therefore ensure that promoting respect is at the centre of and heart of everything we do. Mutual respect is referenced daily through our the use of the 'kind, respectful and responsible' Prep School rules. We recognise that in order to create a respectful culture around school, teachers have the duty to model positive, respectful relationships, behaviour, and communication to ensure that children reflect the same. We promote mutual respect throughout school to teach our pupils that:

- Diversity is something to be celebrated and embraced.
- We should respect an individual's difference which may be linked to their race, culture, gender, sexual orientation, religion, ethnicity, disability, health, values and family structure or background.
- It is important to tackle stereotyping, labelling, prejudice, and discriminatory behaviours.
- Safe, positive, and healthy relationships are created where mutual respect is reflected.

	General Whole Prep	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
How do we teach Mutual <b>Implementation</b>	<ul style="list-style-type: none"> <li>• Our school ethos and behaviour policy revolves around respect.</li> <li>• Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what respect looks like.</li> <li>• Pupils regularly engage in discussions and assemblies linked to respect for themselves and for others.</li> </ul>	Being Me in My World (lessons 1-6)  Celebrating Difference (lessons 1-6)  Dreams and Goals (lessons 1, 2, 3 and 6)  Healthy Me (lessons 1, 2, 4, 5 and 6)	<u><b>PSHE</b></u>  <b>Year 1:</b>  Being Me in My World (lessons 1-6)  Celebrating Difference (lessons 1-6)  Dreams and Goals (lessons 1, 2, 3, 5 and 6)	<u><b>PSHE</b></u>  <b>Year 3:</b>  Being Me in My World (lessons 1, 2, 3, 4 and 6)  Celebrating Difference (lessons 1, 3, 4, 5 and 6)  Dreams and Goals (lessons 1, 3, 4, 5 and 6)	<u><b>PSHE</b></u>  <b>Year 5:</b>  Being Me in My World (lessons 3-6)  Celebrating Difference (lessons 1, 2, 3, 5 and 6)  Dreams and Goals (lessons 3-6)

	<ul style="list-style-type: none"> <li>Each class create class charters, a set of ground rules that children have ownership of.</li> </ul>	Relationships (lessons 1-6) Changing Me (lessons 1-6)	Healthy Me (lessons 1 and 6)	Healthy Me (lessons 1, 2, 3 and 6)	Healthy Me (lessons 1-4)
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How do we teach Mutual Respect and tolerance in the Prep	<b>Implementation</b> <ul style="list-style-type: none"> <li>Behaviour around school focuses on promoting good choices and self-regulation.</li> <li>Weekly celebrations are held for positive behaviours.</li> <li>Children are chosen to represent our school through leadership responsibilities and as role models.</li> <li>Theme days/weeks held to represent respect for different cultures, faiths, and beliefs – Diwali, Remembrance, Easter, Christmas, Eid, Children in Need, Red Nose Day etc.</li> <li>Regular assemblies raising awareness of others with a focus on respect and tolerance – Black history month, women's rights, different family set-ups, LGBTQ+ etc.</li> <li>Assemblies share stories, images, music, events, and festivals to show different lifestyles.</li> <li>School create and review an equality policy regularly outlining protected characteristics for all to follow.</li> <li>An Equality, Diversity and Inclusion (EDI) committee for both staff and</li> </ul>		Relationships (lessons 1, 2, 3, 5 and 6) Changing Me (lessons 1-6) <b>Year 2:</b> Being Me in My World (lessons 1-6) Celebrating Difference (lessons 1, 2, 3, 5 and 6) Dreams and Goals (lessons 1, 2, 3, 5 and 6) Healthy Me (lesson 6) Relationships (lessons 1-6) Changing Me (lessons 1-6)	Relationships (lessons 1, 2, 3, 5 and 6) Changing Me (lessons 1, 4, 5 and 6) <b>Year 4:</b> Being Me in My World (lessons 1, 2 and 4) Celebrating Difference (lessons 2-6) Dreams and Goals (lessons 2, 4, 5 and 6) Healthy Me (lessons 1, 2 and 5) Relationships (lessons 1, 2, 3, 4 and 6) Changing Me (lessons 2, 3 and 4)	Relationships (lessons 2-6) Changing Me (lessons 1-6) <b>Year 6:</b> Being Me in My World (lessons 2-6) Celebrating Difference (lessons 1, 2, 5 and 6) Dreams and Goals (lessons 3-6) Healthy Me (lessons 3 and 5) Relationships (lessons 1, 4, 5 and 6) Changing Me (lessons 1-6)
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	pupils seeks to identify areas in which to improve mutual respect around School.				
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How do we teach Mutual Respect and tolerance in the <b>Implementation</b>	<b>Humanities</b>	<ul style="list-style-type: none"> <li>• Know similarities and differences between themselves and others, and among families, communities, and traditions.</li> <li>• Life for children in Victorian times.</li> <li>• Life during WWII.</li> <li>• Respecting other cultures and communities and how they are both similar and different to us.</li> </ul>
	<b>Religious Education</b>	<ul style="list-style-type: none"> <li>• How to show respect for one another.</li> <li>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>• Recognise that stories show religious figures demonstrating respect to others.</li> <li>• Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.</li> <li>• Observe and consider different dimensions of religion</li> </ul>
	<b>Art / Music</b>	<ul style="list-style-type: none"> <li>• Pupils learn to describe what they think and feel about the work of a chosen artist, craft maker or designer in sensitive way.</li> <li>• Pupils begin to understand the historical and/or cultural significance of a chosen artist/art form.</li> <li>• Pupils listen to, appreciate music of different styles including Disco, Funk, Hip Hop, Gospel, Pop, Rock etc.</li> <li>• Pupils share personal opinions on different genre types and provide justifications for opinion.</li> </ul>

English	<ul style="list-style-type: none"><li>• Diverse texts throughout the English curriculum provide opportunities for pupils to develop mutual respect and tolerance of others.</li><li>• Pupils have the opportunity to respond to characters and stories that perhaps don't show these values.</li><li>• Pupils are encouraged to share and listen to others' ideas.</li><li>• Role play is used where pupils take on the roles of characters from literature and enact scenes that emphasise mutual respect and understanding.</li><li>• Pupils are given opportunities to analyse the motivations, actions, and relationships of characters in literature from the perspective of</li></ul>
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## Individual Liberty

### Intent

Individual liberty is defined as the right to believe, act, and express oneself freely. It links closely to the free exercise of rights generally seen as outside the governments control. It provides everyone with the protection of their rights and the rights of others.

At AESG, we value the importance of children's and adult's individuality and encourage children to express themselves freely and creatively. Every child in our school is valued as an individual and we aim to allow their unique personalities, beliefs, and opinions to shine through. As staff we pride ourselves on knowing the children's strengths, likes and interests, and ensure we celebrate their different gifts and talents not only within the classroom setting but whole-school environment.

We promote individual liberty throughout our school to ensure we teach our children that:

- Everyone is special and unique no matter their differences.
- Diversity is something to be celebrated and embraced.
- It is important to express ourselves freely.
- Sharing our beliefs, thoughts, opinions, and personality is important and will be valued without judgement.
- Risk-taking is something to be encouraged.

	General Whole Prep	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
How do we teach individual <b>Implementation</b>	<ul style="list-style-type: none"> <li>• Regular opportunities for pupil voice – school council collect feedback using their suggestion boxes and general pupil surveys are completed as whole-classes. Children are encouraged to express their ideas and promote freedom of speech and opinions.</li> <li>• School council and Friendship council meet regularly to discuss</li> </ul>	Being Me in My World (lessons 1, 2, 5 and 6) Celebrating Difference (lessons 1, 2 and 6) Dreams and Goals (lesson 3) Healthy Me (lessons 2, 3, 4 and 6) Relationships (lessons 1, 2, 4	<u><b>PSHE</b></u> <b>Year 1:</b> Being Me in My World (lessons 2-6) Celebrating Difference (lesson 3) Dreams and Goals (lessons 4-6)	<u><b>PSHE</b></u> <b>Year 3:</b> Being Me in My World (lessons 1, 2, 3 and 5) Celebrating Difference (lessons 1, 3, 4, 5 and 6) Dreams and Goals (lessons 2-6)	<u><b>PSHE</b></u> <b>Year 5:</b> Being Me in My World (lessons 1-6) Celebrating Difference (lessons 2, 3 and 5) Dreams and Goals (lessons 1, 3 and 6)

<p>issues raised by different classes and to feedback pupil voice. School council create plans to act upon feedback.</p>	<p>and 5) Changing Me (lessons 2 and 4)</p>	<p>Healthy Me (lessons 1, 2, 3 and 6)</p>	<p>Healthy Me (lessons 1-6) Relationships (lessons 1, 2, 3 and 5)</p>	<p>Healthy Me (lessons 1, 2, 4, 5 and 6)</p>
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<p>How do we teach Individual Liberty in the</p>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Positive relationships and behaviours are encouraged and modelled daily. Children are expected to take responsibility for their actions and behaviour, knowing the difference between right and wrong.</li> <li>• Choice is promoted regularly – school lunches, how to present work for best effect, enrichment activities to attend etc.</li> <li>• A range of enrichment activities promote individual preferences and interests – Dragons' Den, Yoga, Topical Talk, Arts &amp; Crafts, Sports, Cookery, Performing Arts, Gymnastics, Coding and more!</li> <li>• Learning from the past or experience is encouraged for children to make links – black history month and women's rights assemblies allow children to learn the importance of freedom and human rights.</li> <li>• Safe environments are created and support available for children to express themselves e.g. strong anti-bullying culture through anti-bullying ambassadors, focus on kindness and</li> </ul>		<p>Relationships (lessons 2 and 3) Changing Me (lessons 2-5)</p> <p><b>Year 2:</b></p> <p>Being Me in My World (lessons 1, 2, 3, 5 and 6) Celebrating Difference (lessons 1, 2 and 4) Dreams and Goals (lessons 4, 5 and 6) Healthy Me (lessons 1-6) Relationships (lessons 2 and 3) Changing Me (lessons 1, 3, 4, 5 and 6)</p>	<p>Changing Me (lessons 2, 3, 4 and 6)</p> <p><b>Year 4:</b></p> <p>Being Me in My World (lessons 1, 2 and 3) Celebrating Difference (lessons 2 and 5) Dreams and Goals (lessons 1, 3, 4 and 5) Healthy Me (lessons 1-6) Relationships (lessons 4 and 6) Changing Me (lessons 1, 3, 4, 5 and 6)</p>	<p>Relationships (lessons 1-6) Changing Me (lessons 1, 5 and 6)</p> <p><b>Year 6:</b></p> <p>Being Me in My World (lessons 1-6) Celebrating Difference (lessons 3, 4 and 6) Dreams and Goals (lessons 1 and 2) Healthy Me (lessons 1-4) Relationships (lessons 4-6) Changing Me (lessons 1, 3 and 5)</p>
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	<p>respect through the friendship council.</p> <ul style="list-style-type: none"><li>• Raising future aspirations are encouraged through speakers, career fairs.</li><li>• Curriculum links to individual liberty through PSICHE, RSHE, History, Geography and Religious Education.</li></ul>				
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<p>How do we teach Individual Liberty in the Prep department at AESG?</p> <p><b>Implementation</b></p>	<p><b>Humanities</b></p>	<ul style="list-style-type: none"> <li>• Exploration of the Civil Rights movement.</li> <li>• Study the lives of historical figures who championed individual liberty and fought for the rights of individuals (Emmeline Pankhurst).</li> <li>• Black History Month—explore the importance of individuals who fought for the liberty of others.</li> <li>• Discuss the struggles faced by individuals fighting for their rights and the impact of these movements on society's understanding</li> </ul>
	<p><b>Religious Education</b></p>	<ul style="list-style-type: none"> <li>• Discuss the idea that each person is unique and valuable.</li> <li>• Introduce the idea that each person is unique and important in relation to the Christian teachings.</li> <li>• Pupils begin to apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.</li> </ul>
	<p><b>PE</b></p>	<ul style="list-style-type: none"> <li>• Personal goal setting</li> <li>• Respect for personal boundaries.</li> </ul>
	<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• English texts linked to the Civil Rights Movement. (Year 4—Counting on Katherine)</li> </ul>