



# **Curriculum Policy**

Senior Leader responsible	Deputy Headteacher
Date approved by LGB	09/03/2023
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## Curriculum Policy

The policy should be read in conjunction with the vision, values and ethos of the school. It sets out our aims, principles and expectations in relation to the curriculum and explains the practical mechanisms by which the curriculum – whether intended, implemented or enacted – is delivered at Dereham Neatherd High School.

### Curriculum aims

The aims of the curriculum of Neatherd High School are to enable our pupils to develop:

- a broad base of so-called “powerful knowledge”<sup>1</sup> that will enable them to move from novice to expert in various subject domains
- a sense of enquiry, the ability to question, solve problems and argue rationally
- resilience, a willingness to apply themselves and an aptitude for learning
- knowledge and skills relevant to adult life and employment in a changing world
- literacy, numeracy and competence in the use of information technology
- their creativity, critical awareness, empathy and sensitivity
- a recognition of their own and others’ achievements, in school and beyond
- self-esteem, self-worth and self-confidence
- the skills of working as an individual and as a member of a group or team
- appropriate moral and spiritual values and tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual respect
- an awareness of our place in the community and opportunities for service to each other and to the community
- an understanding of Fundamental British Values.

### Curriculum principles

At Dereham Neatherd High School, our curriculum fully reflects our core values as a school:

#### • **Traditional:**

- Our curriculum is based on traditional subject areas. It is designed, planned and delivered by communities of subject experts working collaboratively within their departments.
- We follow a “knowledge-rich” approach to curriculum design, providing all pupils with carefully planned and coherent access to so-called “powerful knowledge”<sup>1</sup>. Such knowledge, which has been developed by groups of subject experts over the course of human civilisation, takes pupils beyond their everyday experiences. In doing so, it enables pupils to deal with abstract concepts that, in turn, give the pupil the power to challenge, rethink and create.
- We set high standards for ourselves and this is reflected in the rationale and quality of our Schemes of Work, the delivery of lessons and the expected quality of pupils’ work.

#### • **Inclusive:**

- As a fully comprehensive school, we are committed to the principle that all pupils, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide.
- We ensure universal access to a broad and balanced curriculum that will prepare pupils to play their full role in society as well-educated and well-informed citizens.
- Our focus on “powerful knowledge” enables all pupils to receive a comprehensive education committed to academic excellence and social mobility.

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<sup>1</sup> Young M, Lambert D, Roberts C *et al.* (2014) *Knowledge and the Future School: Curriculum and Social Justice*. London: Bloomsbury

**Supportive:**

- Our curriculum is designed with the needs of all pupils in mind.
- Careful curriculum design ensures that content is sequenced in such a way as to optimise long-term retention.
- Subject teams plan Schemes of Work collaboratively to ensure that we address known misconceptions. Explicit instruction and note-making ensure that pupils' acquisition of core knowledge is not left to chance.
- Schemes of Work exploit opportunities for genuine interdisciplinary learning, allowing pupils to draw on their knowledge and understanding of concepts previously encountered in other subject areas. We avoid artificial cross-curricular links that obscure the main idea that we want pupils to think about.
- We approach differentiation by "teaching to the top" to ensure high standards and "scaffolding down" to make lesson content accessible without compromising on quality or challenge.
- Our Continuing Professional Development (CPD) programme ensures that all teachers are able to develop their subject knowledge and their understanding of curriculum design.

By putting these core values at the centre of teaching and learning, we remove barriers to achievement and thereby allow our pupils to achieve their full potential (or, to quote our school motto, "**Be whatever you want to be**").

**Expectations of staff**

Members of staff are expected to promote and actively seek to secure the curriculum aims and principles (above) and in particular to:

- have the highest expectations of pupils
- employ appropriate teaching and learning methods that are firmly founded on conclusions from educational research
- ensure that, wherever possible, pupils are found means of access to the curriculum and given opportunities to succeed
- deliver programmes of study which build upon pupils' previous learning, providing progression and continuity, and which conform to the requirements of the national curriculum and, at Key Stage 4, of the examining boards' specifications
- provide work which meets their pupils' needs and aspirations, which offers depth and challenge, and which motivates and inspires them
- involve the learner in the process of learning by discussing work, giving regular feedback (including verbal feedback and whole-class feedback, negotiating targets and encouraging pupils to evaluate their own achievements)
- develop pupils' capacity to become independent learners
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals
- keep parents / carers regularly and fully informed about the progress and achievements of their sons and daughters.

**The learning environment**

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. The structure and organisation of each classroom is an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual departments, it is expected that classrooms are orderly, uncluttered environments where pupils can work effectively and in comfort. Adequate resources

are provided and are accessible, and pupils and teachers alike treat classrooms, workshops and laboratories with respect.

### **Schemes of work and lesson planning**

Each department is required to have schemes of work for all of its courses / programmes related, where appropriate, to the National Curriculum and / or examination board requirements. Schemes of work are followed by all departmental staff and delivery is monitored by subject leaders. Schemes of work set out how the content of the course is structured, so that pupils' skills, knowledge and understanding are developed progressively, and how the teaching is organised. Where practical, departments should ensure they have a five-year scheme of work in place in order to ensure clear progression from Key Stage 2 to the end of Key Stage 4 courses.

Schemes of work are supported by assessment strategies and methods for ensuring standardisation of the quality of teaching and learning.

The school does not prescribe a single method for short-term or long-term planning. It simply expects that such planning take place in sufficient detail to ensure that pupils achieve high standards and can achieve their potential. There is, however, a list of common core expectations. These can be found in **Appendix 4**.

### **Equality of opportunity**

All departments should actively promote equality of opportunity in the curricular work of the department.

The school has a member of staff whose responsibility is to monitor the performance of EAL (English as an Additional Language) pupils and pupils from minority ethnic groups in gaining access to the curriculum. They can also advise staff in devising appropriate teaching programmes.

### **Special educational needs and disabilities (SEND)**

The role of the SEND department is to support the right which all pupils have to access the curriculum, regardless of their ability. Pupils, whether they have special educational needs or not, have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities. Pupils with SEND are encouraged to become independent and take responsibility within the school.

Access to the full curriculum of the school, including the National Curriculum, is achieved principally through quality first teaching, with careful differentiation and scaffolding of class work by the subject teacher. Through careful planning, the teacher will define what the pupil is expected to learn. Once the learning objective is defined, a subject teacher can seek advice from the special educational needs and disabilities co-ordinator (SENDCO) on strategies that might be used to help a pupil achieve the learning objectives. It is the responsibility of the subject teacher to assess whether the objective has been achieved. Schemes of work take account of the need for teachers to plan individual programmes of appropriate content and pace, using a variety of teaching methods and materials.

All those who teach a pupil with SEND are expected to familiarise themselves with the pupil's unique needs, as set out in Learning Plans. Where pupils have complex or rapidly changing needs, a meeting may be convened of all subject teachers concerned, to disseminate available information.

The work of the SENDCO is supported by Learning Support Assistants (LSAs), Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs). Where possible and appropriate, pupils with an Education, Health and Care Plan (EHCP) receive in-class support. A small number of pupils benefit from more intensive small-group work that may take place away from the usual classroom for a period of time.

### **More Able pupils**

A number of pupils display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess and musical excellence, for example. It is the responsibility of all staff to identify such pupils, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such pupils, and additional challenges and experiences offered through clubs, suggested wider reading, discussion groups, interest and support groups, attendance at lectures and conferences, and opportunities to participate in external groups, societies, teams and organisations. Many of our pupils are already involved in such activities and their excellence is acknowledged publicly.

A member of the School Leadership Group has specific responsibility for More Able pupils.

### **Examinations**

It is expected that all pupils who embark on a course leading to a public examination are entered for that examination, unless they fail to fulfil the examination board's requirements in relation to internally-assessed work, attendance or other criteria. Departments are expected to identify, at an early stage, pupils who are in danger of failing to meet the requirements, so that they can be supported, guided and encouraged. To this end, a Raising Achievement system exists for Year 10 and 11 pupils. Those who, despite the best efforts of staff, are not entered for the examination will have opportunities in any gained time to receive additional support with core subject GCSEs.

The school pays for all examination entries for courses for which it has prepared pupils.

### **Vocational and work-related curriculum**

An effective work-related programme lies at the centre of the necessary experience of all pupils. The programme seeks to raise aspirations and help all pupils achieve their potential. We are aware that the changing nature of work requires special skills on the part of our pupils. As adults, they will need to be able to adapt to changing patterns of employment, operate in a climate of competition and be willing to develop new knowledge, skills and competencies throughout their working lives.

Through a structured and progressive programme of learning, we expect pupils to develop an understanding of the demands and challenges of the workplace, the rewards and satisfaction work can bring, the rights and responsibilities of employers and employees, and knowledge of the requirements of employers and educational institutions as sources of information and guidance. We also expect them to develop relevant skills, including research, problem-solving and decision-making skills, presentational and communication skills, planning and self-management skills and the confidence needed to operate in the employment market place.

Please see our detailed Careers Education and Guidance Policy for further information.

### **Information and communication technology**

We believe that the development of capability in the use of ICT is an essential requirement of pupils' education and that they have an entitlement to IT resources and teaching of the highest possible quality. The development of ICT at Neatherd High School is guided by the following principles:

- All pupils have an entitlement to the use of ICT throughout key stages 3 and 4. They are expected to develop both understanding and practical expertise. Pupils develop their skills through specific teaching in ICT lessons, and as a result of the use of ICT in subject areas
- We seek to ensure that resources of the highest quality, and of an appropriate type are provided to meet the needs of both the school and community users
- Members of staff are strongly encouraged to make full use of opportunities for professional development in ICT. Practical ICT assistance is available from the team of IT Technicians.

### **Spiritual, moral, social and cultural development (SMSC)<sup>2</sup>**

SMSC provision forms the backbone of our curricular provision at Neatherd. A detailed policy for our SMSC provision (including the promotion of Fundamental British Values) can be found at **Appendix 5**.

### **Religious studies**

We seek to meet the requirements of the Norfolk Agreed Syllabus. The aim of religious studies at Neatherd High School is to enable pupils to understand the nature of religion, its beliefs and practices. Parents are allowed to withdraw their children from religious studies, but they are first invited into school to discuss the nature and content of the curriculum. Religious studies at Neatherd is embedded in our Society and Ethics curriculum. The right to withdraw children from religious studies lessons does not extend to other aspects of the Society and Ethics curriculum.

### **Personal, Social, Health and Economic Education (including citizenship, drugs education, and Relationships and Sex Education)**

Personal social, health and economic education is an integral part of the philosophy and ethos of the school. Across the whole curriculum, we aim to develop pupils' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. Many aspects of the school and its work contribute to personal and social education, the ways in which members of the school community behave towards one another, the links between the school and the wider community, our many extracurricular activities such as sport, drama, music and a wide range of trips and activities out of school.

The PSHEE curriculum throughout Years 7 - 11 contributes to a number of cross-curricular areas, including personal organisation and study skills, health education (including drugs education, sex education and personal safety), citizenship, environmental education, economic and industrial awareness and careers education. The PSHEE curriculum is designed and taught by specialist staff who are augmented at Key stage 3 by other teachers.

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<sup>2</sup> A separate, revised RSE Policy was produced in February 2022 to take into account national changes to Sex and Relationships Education.

**Subject Leaders / Pastoral Directors**

Subject Leaders (and Pastoral Directors in relation to the assembly and form time programme) are responsible for effective curriculum provision, including appropriate schemes of work, the necessary resources to support them, and the maintenance of appropriate standards. They are responsible for providing appropriate in-service training for staff to improve the quality of provision in the classroom. They are expected to monitor the quality of teaching in the department, and to take steps to improve weaknesses. They are also expected to monitor pupils' standards of achievement and develop strategies to improve them. Subject Leaders sample teachers' feedback and reports to parents/carers. They are expected to ensure common standards and expectations and to lead the department's work in standardising assessments. Subject leaders have a crucial role in quality assurance in relation to the curriculum and its delivery.

**The Line Management system**

Each subject is linked to a member of the Senior Leadership Group. This role involves supporting, informing and advising on the one hand, and a quality assurance role on the other. Senior leaders meet subject leaders once per fortnight.

Meetings will typically cover:

- reviewing examination and assessment results
- progress towards achieving Departmental Action Plan targets
- curriculum planning and development
- examinations and specifications
- pupils' academic progress and Attitudes to Learning (cohorts and individuals)
- monitoring the quality of teaching

**Governance**

The Local Governing Body (LGB) meets half-termly. Governors have a responsibility to:

- secure the place of the National Curriculum and RE within the school curriculum
- ensure that the statutory requirements of assessment, recording and reporting are met
- ensure that statutory and additional Neatherd High School requirements of the SEND policy are fulfilled
- monitor and review the progress of school priorities in the School Improvement Plan by receiving reports from curriculum areas as and when appropriate
- review suggested policy changes regarding the curriculum
- ensure the promotion of Fundamental British Values.

**Curriculum review**

The school's curriculum is reviewed every autumn. The review involves dialogue with pupils and parents, teachers, Subject Leaders and members of the Senior Leadership Group. It takes into consideration the latest government guidance and statutory requirements, research emerging from national and international educational studies, differing needs of particular year groups or cohorts, parental and pupil choice, and changes to the National Curriculum and / or changes to exam specifications. The Deputy Head is responsible for coordinating this review and will subsequently produce a formal curriculum proposal for the following academic year, outlining the number of teaching periods to be allocated to each subject in each year group, entry requirements for certain examination courses and the Options offer at Key Stage 4. This proposal is then amended, where necessary, and agreed by the Local Governing Body.

The Curriculum Policy is reviewed in full by the Local Governing Body every three years.

### **Curriculum complaints**

The Local Governing Body and the Trustees have a statutory responsibility to have in place procedures for the consideration of complaints that the school is failing to meet its obligations in relation to the curriculum and various other matters.

In summary, parents/carers may make representations if they feel that the school is failing to:

- provide access to a broad and balanced curriculum in the school or for a particular child
- follow the law on charging for school activities
- offer only approved qualifications
- provide religious studies and daily collective worship
- provide the information that they have to provide
- carry out any other statutory duty relating to the curriculum
- or, are acting unreasonably in any of the above cases

Full details of the Complaints Procedure are obtainable from the school website.



## Appendix 1 - Curriculum structure

### The timetable

The school operates a 50 period fortnight. There are 5 periods per day (3 in the morning, 2 in the afternoon), each of which lasts for one hour. There is a 25-minute form period each day. Each week, one of these form periods is used for an assembly. Total teaching time is therefore in line with government recommendations.

### Key Stage 3: Years 7, 8 and 9

Pupils follow a common curriculum comprising

- English
- mathematics
- science
- design and technology
- French / Spanish\*
- history
- geography
- art
- drama
- music
- physical education (PE)
- religious studies (RS)
- computer science
- personal social, health and economic education (PSHEE)

\* Most pupils study French and a short taster course in Spanish in Year 7 and then go on to specialise in one language from Year 8 onwards. Pupils requiring additional support with English and maths will only study French.

Time allocations per subject are shown on the curriculum model. This is updated annually and can be found on the school website.

### Key Stage 4: Years 10 and 11

At Key Stage 4, pupils take courses from a common core and three further option choices. They also follow a course in Society and Ethics, which includes Relationships, Sex and Health Education, PSHE, drugs education, careers education and RE. The common core comprises

- English
  - mathematics
  - science (either the double award Combined Science or the triple award Separate Sciences in biology, chemistry and physics)
  - physical education (PE)
  - Society and Ethics
- Most pupils will take either history or geography as their “humanities” option. A small number (typically no more than 5% of a year group) *may* be exempted from this requirement following discussion and agreement between the SENDCO, the Deputy Head, pupils and their parents. They will instead follow a bespoke “Life Skills” course with a focus on functional literacy and numeracy, alongside a range of learning projects

covering practical skills (e.g., decorating, DIY, cooking, business studies). These projects may be assessed and certificated via the AQA Unit Award Scheme.

- The majority of pupils will take a GCSE course in a Modern Foreign Language (French or Spanish). The study of a foreign language forms an important part of children's education, providing them with much sought-after communication skills and cultural capital, and preparing them for life as global citizens in the 21<sup>st</sup> Century. The school's policy on this curriculum matter is fully aligned with government aims and expectations regarding increasing uptake of Modern Foreign Languages at GCSE level.<sup>3</sup>
- Pupils who have had a reduced lesson allocation (i.e. only two lessons per fortnight) for Modern Foreign Languages at Key Stage 3 will not be required to take a GCSE in the subject, although they will still be entitled to do so if they wish. These pupils have had additional support in core subjects throughout Key Stage 3 and this will continue into Key Stage 4 with extra English, maths and science lessons taking the place of GCSE French / Spanish lessons.
- The only exceptions to this policy will be in those extremely rare cases where the school agrees with parents and the child that studying a foreign language at GCSE level would not be in the child's best interests due to a clearly defined learning need. Any such cases should be discussed with the SENDCO and the Deputy Head and there will be clear documentary evidence available to support any decision to withdraw a pupil from the study of a foreign language at GCSE level. **The school's decision on this matter will be final.**
- These criteria are reviewed annually in order to balance the needs of each cohort with the government's aims regarding EBACC entry.

All pupils then make two further choices.

Their choices are from a range of subject areas including humanities, technology, social sciences and the arts. The options offer changes from year to year depending on staff expertise, pupil choice and changing government priorities (e.g., relating to qualifications reform).

Pupils choose their Key Stage 4 options in February / March of Year 9. They receive a great deal of support during this process including

- an Options Information Evening early in the Spring Term
- form tutor mentoring
- the opportunity for a careers appointment with our CEIAG adviser.

Most courses lead to GCSE examinations. The majority of pupils therefore can achieve eight to ten GCSEs. Alternative provision is made for the small number of pupils who are not able to manage this study load.

Pupils in the school's Specialist Resource Base (SRB) for Autism *may* follow a bespoke curriculum, although most pupils access mainstream lessons for the vast majority of their learning time and follow Key Stage 4 courses and qualifications. Advice on the most appropriate curriculum for each pupil is sought from a range of professionals including the SRB lead teacher, Educational Psychologists and EHCP Coordinators.

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<sup>3</sup> <https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

## **Appendix 2 - Curriculum matters**

### **Setting and differentiation**

In Years 7 to 9, teaching groups are set by ability for maths and computer science (which are linked on the timetable – pupils are therefore in the same group for all three subjects). At the beginning of Year 7, and for all mid-year transfers from other schools, prior attainment data and teacher assessment data is used to determine the most appropriate set. Setting in science begins in Year 8. Subject Leaders meet each year in February and July to review setting.

All other subjects are taught in mixed ability groups. To take account of the range of ability in any class, all staff have a responsibility when planning work to meet the needs of all pupils. This will involve, at different times, scaffolding tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. This approach is known as differentiation.

In Years 10 and 11, option group classes are of mixed ability. This is because the option groups are the result of pupil choices. Maths and science continue to be set by ability at Key Stage 4. Other core subjects are taught in mixed-ability groups.

### **Class sizes**

In Years 7 - 9, the maximum teaching group size is 32 pupils. In some subjects, for example where there are health and safety issues to consider (as in design and technology), smaller groups of about twenty to twenty-four are created. Similarly in PE, where there is a need for some single sex groups, smaller groups may be formed. Wherever setting exists, the norm is to create smaller groups for pupils with additional needs, so that more individual attention can be provided.

In Years 10 and 11, groups in core subjects will not usually exceed 30 pupils. Most other subjects are options, and group sizes vary, usually from around fifteen to thirty.

### **Links with other schools**

Many departments have well-established curriculum links with our local primary schools and participate in cluster subject meetings.

Incoming Year 7 pupils spend two days in Neatherd High School in the preceding July. The transfer of information about pupils' prior attainment and strengths and weaknesses in different subjects is coordinated by the Data Manager, head of the Student Development Team and, where relevant, the SENDCO. It is communicated to relevant departments who then group pupils appropriately for the forthcoming academic year.

### **Appendix 3 – Homework**

Pupils who spend time on homework show higher levels of academic achievement, as homework enables children to reinforce, practise and apply the skills learnt in class. It allows parents to engage, encourage and participate in their children's learning. Homework allows pupils to demonstrate their abilities and improve their sense of responsibility and time management.

In Key Stage 3, we have a very simple and effective homework programme in place which focuses on the acquisition of core knowledge in each subject. Pupils will generally spend one to one and a half hours per evening on homework.

In Key Stage 4, homework in each subject will be specific to the course specification and will often take the form of past paper exam questions or online revision, as well as allocating time to revise for interim and final assessments. It is expected that up to two hours of homework per evening will be completed by pupils.

The school has a separate, detailed homework policy. This can be viewed on the school website.

## Appendix 4 – Common core requirements for Schemes of Work

There is no set planning format for Schemes of Work at Neatherd. Subjects work in different ways and should not be forced into a one-size-fits-all approach.

We do, however, have clear expectations in terms of consistency of content. Therefore, whichever format is used, it is required that Schemes of Work will contain the following twelve points as a minimum:

1	Length / number of lessons / specific date range (as appropriate)
2	Unit objectives
3	Rationale and context for the unit. <ul style="list-style-type: none"> <li>✓ What prior learning does it build on?</li> <li>✓ What future learning does it underpin? Why is it worth teaching this content?</li> </ul>
4	Links with other subjects' Schemes of Work. <ul style="list-style-type: none"> <li>✓ How does certain core knowledge in one subject underpin another?</li> </ul>
5	Learning objectives by lesson
6	Specific core knowledge to be taught (either for the unit, by lesson or by signposting to the core knowledge organisers)
7	Development of <b>disciplinary</b> (not generic) skills in the unit. <ul style="list-style-type: none"> <li>✓ How, for example, is literacy or numeracy developed in a <b>subject-appropriate</b> way?</li> </ul>
8	Approach to teaching – either for the unit or by lesson. To include: <ul style="list-style-type: none"> <li>✓ rationale for choice of pedagogy</li> <li>✓ best approaches to teaching the content</li> <li>✓ common pitfalls and misconceptions, and how these can be pre-empted</li> </ul>
9	Key resources (or signposting to where these can be found)
10	Homework
11	Assessment: when, what and how?
12	Exemplar work (to make desired outcomes explicit for staff and pupils)

## **Appendix 5 – Social, Moral, Spiritual and Cultural policy (including promotion of Fundamental British Values)**

Dereham Neatherd High School recognises that the spiritual, moral, social and cultural [SMSC] element of pupils' education is crucial to their development as an individual, allowing them to take their rightful place in their community as a local, national and global citizen. SMSC is about the values pupils are encouraged to hold, their attitude towards learning, knowledge and society. SMSC is fundamental in preparing young people for society and pupils are helped to develop positive attitudes and beliefs by being given opportunities to:

- develop spiritual values and reasoned personal and moral values
- consider the pluralistic nature of society; developing their understanding and respect for those with different religions, beliefs and ways of life
- value everyone equally
- make and develop personal relationships, based on trust, self-esteem and mutual respect
- become active, responsible citizens in a democratic society
- develop an appreciation of human achievements and aspirations
- develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment.

At Dereham Neatherd High School, we seek to develop attitudes and values that will enable pupils to become responsible and caring members of society. We give pupils the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life, including their own personal existence, journey and purpose. We provide pupils with a curriculum that will enable them to develop a knowledge and understanding of diverse cultures. We seek to foster an attitude of tolerance and value towards those from a culture and background different from their own. Through perception and sensitivity, tolerance and respect for others as individuals and in groups we would also expect pupils to develop questioning, enquiring minds and learn how to express their ideas appropriately.

As a school we are aware of our collective responsibilities towards SMSC education and we:

- ensure we celebrate pupil achievement, foster a sense of community, explore relevant SMSC issues and involve pupils as active participants as much as possible. This is demonstrated through the rewards system (including rewards assemblies and events), student leadership roles (such as form captains and House Captains)
- ensure pupils have information about all extra-curricular and enrichment activities
- ensure that the tutor programme provides opportunities for discussion and reflection on the assembly themes (see section on Collective Worship below)
- ensure displays reflect and respect cultural variety
- provide opportunities for all pupils to discuss issues and to take on responsibility within lessons, extra-curricular activities, trips and visits
- Our provision and support for the teaching of languages provides a rich variety of additional opportunities for pupils in terms of developing aspects of SMSC. Our links with other countries are particularly important in developing their sense of being part of a global community.

## **Spiritual Development**

Spiritual development is concerned with how a pupil develops:

- personal values and beliefs
- a willingness to reflect
- an ability to communicate these beliefs in discussion and behaviour
- an understanding of the value and role of faith and religion in societies
- tolerance of other people
- self-identity and self-worth

Dereham Neatherd High School promotes spiritual development as part of pupil personal development through:

- the school vision: traditional, inclusive, supportive
- school rules including the rewards system
- Religious Education and PSHE
- all subjects of the curriculum
- assemblies

## **Moral Development**

Moral development is concerned with pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted codes of practices of society. Moral development is promoted by the quality of relationships that pupils experience, the standards of behaviour in the school as well as the values promoted by the school's code of conduct. Pupils are encouraged to demonstrate:

- an understanding of the difference between right and wrong
- respect for people, truth and property
- an understanding of risk and consequence
- the ability to make responsible judgements on moral issues
- personal behaviour through principles rather than fear of punishment.

## **Social Development**

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in society. Social development is based on the acceptance of group rules and the ability to see oneself in a wider context. The quality of relationships in school is crucial in forming pupils' attitudes to good social behaviour and self-discipline. The school develops the social development of pupils through a range of teaching and learning activities including:

- Classroom organisation and management
- School council
- Student leadership opportunities
- Extra-curricular activities
- School productions and events
- Residential trips

- Use of external agencies for the provision on further Sex and Relationships Education and the development of personal wellbeing
- Work Experience

## **Cultural Development**

A pupil's cultural development refers to an increasing understanding of those values, beliefs, customs, knowledge and skills that link groups together and give people a sense of identity. The school curriculum provides different cultural experiences for pupils including languages, art and design, technology, literature, musical, political, economic and religious education. The MFL department has a specific role in supporting the teaching and learning for pupils about cultural diversity through the curriculum and international links with partner schools (forming part of our International Schools Award programme). There are also opportunities for cultural visits and exchanges across a variety of subject areas.

## **Collective Worship**

Our Collective Worship programme forms an extremely important part of our SMSC provision. The aims and purpose of collective worship are to enable and equip pupils to:

- consider spiritual and moral issues and develop their own spirituality
- explore their own beliefs
- participate and respond
- develop a sense of community spirit
- promote a common ethos with shared values and to reinforce positive attitudes
- develop the skills and have the time to worship
- understand community cohesion and develop respect for all
- reinforce positive attitudes

Collective Worship in our school pays due regard to statutory requirements, and has taken account of the guidance offered by the LA through its SACRE (Standing Advisory Council on Religious Education) and Norfolk Agreed Syllabus.

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

## **The Contribution of Collective Worship to aspects of the Curriculum**

Collective Worship time is distinct from curriculum time. However, at Dereham Neatherd High School, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in class. At times, Collective Worship will enrich class work through its consideration of subject matter from different perspectives.

To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it should address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' on their own level.



### **The Management of Collective Worship**

The Deputy Head, subject leader for Society and Ethics and Directors of Behaviour & Attitudes are responsible for the planning and coordinating of Collective Worship.

The role of the team will be to plan, monitor and evaluate acts of Collective Worship. Dereham Neatherd High School operates a three-year cycle of themes which will be considered during assemblies and form time. Music, readings, quotes and thinking points will be part of this and pupils will be encouraged to consider these themes from their own and others' perspectives. (See Collective Worship Themes for different cycles, also Collective Worship Review)

### **The Organisation of Collective Worship**

Collective Worship is organised to provide a variety of groupings and will take place in assembly time, or the classroom in form groupings. Acts of worship will usually last for approximately 15 minutes, although it is recognised that this time will be shortened or lengthened when it is appropriate.

### **Leadership**

Members of the school staff and visitors will be involved in leading acts of worship at some point in the school year. All members of staff should be encouraged to take part in assemblies, not just the Senior Leadership Team and Middle Leaders.

### **Planning Acts of Collective Worship**

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.

Termly planning sheets list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues. Together with weekly planning these will ensure that there is continuity and progression, and enable the monitoring and evaluation of acts of worship to take place.

Visitors will be welcome to lead Collective Worship from time to time and will be given guidance on acts of Collective Worship at Dereham Neatherd High School. Leaders from faiths within the area will increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these faiths.

### **The Act of Collective Worship**

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style/method and resources that are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This might not necessarily be visual, but opportunity must be given to express this response through reflection and / or prayer.

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made (a change of personnel, music, a moment of silence etc.).

### **Withdrawal**

Any parent who objects to their child attending an act or acts of Collective Worship may request that their child is withdrawn. Parents are encouraged to discuss this with the Head Teacher and Head of Society and Ethics. Any pupil who is withdrawn from an act or acts of Collective Worship will be supervised during that time by a member of the school staff.

### **Promoting Fundamental British Values (FBV)**

The school's SMSC provision outlined in this policy plays a significant role in ensuring we meet our statutory duty to promote Fundamental British Values. These include

- how citizens can influence decision-making through the democratic process
- how the rule of law protects individual citizens and is essential for their wellbeing and safety
- the separation of power between the executive and the judiciary, and the independence of the courts
- the freedom to choose and hold other faiths and beliefs, as protected in law
- an acceptance that other people have different faiths or beliefs to oneself (or have none) and that this should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behavior
- the importance of identifying and combatting discrimination

The school seeks to promote FBV via, amongst other provision, its Collective Worship programme, the society and ethics curriculum, offering religious studies at GCSE, and through individual subject curricula. Further details can be found in the Curriculum Handbooks for each year group. These are updated annually and are published on the school's website.

In addition, every teacher must meet the Department for Education's Teachers' Standards. Part Two of these Standards requires that teachers "do not undermine Fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs". At Neatherd, teachers are assessed against these Standards as part of the annual Appraisal cycle.

How will SMSC provision be monitored and reviewed?

- Lesson observations
- Learning walks
- Pupil focus group discussions
- Collective worship planning meetings
- Tutor reviews

## Appendix 6 – Use of Film and Video Games

### Rationale:

Neatherd has decided to formalise a 'Film Viewing and Video Game Policy' to ensure staff, parents and pupils are aware of the legal frameworks and the teaching requirements when using film and video games in school.

### Responsibilities of different groups affected:

- Teachers have the responsibility to adhere to the set of guidelines below when showing films and using video games in class.
- Subject Leaders should include information on the films and video games that each year group will be watching / using in the Curriculum Booklets sent home each September.

### Relevant protocols/procedures

1. The school has a licence which gives it the legal right to show any film.
2. All complete films that will be shown to the pupils in the different years should where possible be included in the Curriculum Booklets that are sent home each year so that parents are aware. *This is mentioned in the Responsibilities section above.*
3. Legally, DVDs 'placed' on the network have to come from DVDs bought by the school.
4. Legally, downloaded films off the internet CANNOT be used in school.
5. Video games downloaded by students or staff can be used in school on the downloader's personal device but they CANNOT be copied on the network to use in school.
6. From April 2015, the DfE provide copyright licences from [Filmbank](#) and [Motion Picture Licensing Company](#), for showing of films. This license covers all secondary state-funded schools (including LA maintained schools and academies) in England.
7. You should NOT be showing a whole film that is classified at a higher age than all or some of the children in a class. There is one exception: if the film is a set text (only likely at media/film studies A Level/GCSE), then consent needs to be sought from parents for that specific film.
8. Some extracts from films of a higher certificate than all or some of the children in a class might be a useful teaching resource and can be shown to pupils. You will have edited out the bits you want and excluded the parts that are the reason for the higher classification, using your 'professional judgement'. If this is the case, then consent needs to be sought from parents for the extracts from that film. One letter could obviously cover many different film extracts.
9. Where it is possible to choose a different film that is within the classification age of the pupils to achieve the same educational purpose, then that should be done.
10. TV Programmes shown to the pupils that are originally shown after the watershed (9pm) have an Ofcom guidance that says they are suitable for 15 years and above. These should NOT therefore be shown to pupils unless all of the class are 15 years old or above. Rules 6 & 7 apply to TV programmes also.
11. Teachers must not take students to the cinema to see a film of a higher age certification than the students' age. Parental permission cannot be sought for this.
12. Video games: Video games age ratings by the BBFC and PEGI are considered under the same guidelines as films or DVDs above.

### Notes

- With older films, it is possible for the classification to have changed over time. Films previously classified at 15 may now have been 'downgraded'. The British Board of Film Classification should be used to find out the current classification and this current classification will be used as the school's guideline.
- The template letter has a space to insert your education reasons for using the film extracts and acknowledging what aspects of the film give it the relevant certificate.

Further references:

British Board of Film Classification - <https://www.bbfc.co.uk/>

Ofcom - <http://www.ofcom.org.uk/>

DfE: <https://www.gov.uk/guidance/copyright-licences-information-for-schools>

PEGI: <https://pegi.info/pegi-code-of-conduct>

## Links to other policies

Please also see:

- Assessment policy
- Careers Education, Information and Guidance policy
- Complaints procedure
- Educational visits policy
- Equalities policy
- Examination policy
- Homework policy
- Relationships Sex and Health Education (RSHE) Policy
- SEND Information Report
- SEND policy

[All available on the school web site](#)<sup>4</sup>.

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<sup>4</sup> <https://neatherd.org/Policies/>