



Grace Academy

SMSC and British Values Policy

Policy Reference:	GA-SP020
Version:	V1
Status	Operational
Authors	J. Wood and D. Boden
Applicable to	All Academies
Checked by	Personnel Committee
Valid From	March 2017
Review Date	March 2020

1. Introduction

The vision of Grace Academy is to develop well-educated, considerate and caring citizens with a strong sense of values, who will succeed in and contribute to modern society. At the heart of all we do is a drive to provide an outstanding education for students which develops the whole person through our shared values.

It is our Christian ethos provision that makes Grace Academy unique, shaping who we are as an organisation, and providing a clear road map for us all through our five shared values of grace, respect, integrity, potential and excellence. Our aim is for these shared values to be outworked through our academy culture, embedded in our enhanced curriculum, role modelled by our staff and explored and demonstrated by all of our students. We believe this will make a positive impact on learning and help meet Ofsted outcomes by:

- Maximising the impact of teaching and learning
- Providing a broad and balanced curriculum fit for purpose
- Promoting spiritual, moral, social and cultural development
- Improving students' behaviour, motivation and attitude to learning
- Enhancing the wellbeing of staff and students
- Strengthening leadership and management
- Promoting British Values
- Improving the overall effectiveness of the Academies

This policy will provide a framework to enable a clear consistent focus on what puts the Grace in Grace Academy, therefore ensuring all key stakeholders can play their part in making the academy vision become a reality.

Our ethos makes a tangible difference to the way we work together and with our wider communities. Within this framework it would be impossible to overlook the government's view of British values. British values are considered by the present government to be:

- Democracy;
- rule of law;
- individual liberty;
- mutual respect;
- tolerance of those of different faiths and beliefs.

At Grace Academy these values are reinforced in a pervasive manner and permeate the academy community. We recognise not only the importance of helping pupils to develop academically but also spiritually, morally, socially and culturally. Our aim is that they are fully prepared for life in British society, to take their role as good citizens, able to make the best possible contribution to the community in which they live and wider. Within a framework of Christian Values, we teach the importance of British Values by going much deeper into the meaning of what it is to live a life of respect. This provides the context and meaning for understanding why British values are important.

2. Embedding SMSC

Grace Academy will actively promote our students spiritual, moral, social and cultural development as well as British values in line with our academy vision. Our staff will provide learning experiences that draw on students' own experiences or existing knowledge and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge and understanding. Time is given for students to reflect, consolidate and apply their learning in all lessons. Attention is given to developing a safe and secure classroom climate because SMSC is connected to students' real life experiences.

The **spiritual** development of our students will be shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

The **moral** development of our students will be shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The **social** development of our students will be shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **cultural** development of our students will be shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- Understanding and appreciation of the range of different cultures within the academy and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect others as shown by their tolerance and attitudes.

The values in our academies underpins all of our curriculum and culture and provide a lens through which effective SMSC and British Values are embedded. Importance is given to SMSC across the curriculum in lessons, tutor time, assemblies, enrichment and trips and visits. In addition, as part of our organisation of effective SMSC provision, the Academy Ethos and Enterprise journey is a framework which we use to embed four key Grace Academy themes:

- ✓ **Developing Shared Values:** Embedding our values of grace, respect, integrity, potential and excellence through the curriculum and culture
- ✓ **Building Healthy Relationships:** Developing the skills, values and wisdom needed to build positive relationships in every sphere of life
- ✓ **Understanding Christian Perspectives:** Exploring Christian viewpoints on faith based issues as part of a distinctive but inclusive curriculum
- ✓ **Readiness for Employability:** Preparing students for the world of work and life beyond the academy.

3. Embedding British Values

Grace Academy enables and encourages students to:

- Develop their self-knowledge, self-esteem and self-confidence;
- distinguish right from wrong and to respect the civil and criminal law of England;
- accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- acquire a broad general knowledge of and respect for public institutions and services in England
- have further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures;
- have respect for other people; and
- have 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.

The examples that follow are expanded upon in the attached appendices. They are an indication of some of the many ways we seek to embed British values at Grace Academy and should be seen as an indication of our approach rather than an exhaustive list.

Democracy

At Grace Academy the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the school community, for instance, elections being held for Head Boy and Girl and our Prefects. The principle of democracy is explored in History and Religious Studies as well as in tutor time and assemblies.

The rule of law

The importance of laws, whether they be those that govern the class, the Academy, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through assemblies. Students are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police are regular parts of our calendar and help reinforce this message.

Individual liberty

Within Grace Academy students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. We educate and provide boundaries for students to make choices safely, through the provision of a safe environment and an empowering education. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of E-Safety in computing and tutor time activities.

Mutual respect

Respect is at the core of our Academy ethos and is modelled by students and staff alike. The Academy promotes respect for others and this is reiterated through our classroom and learning environments. Mutual respect is embraced throughout the curriculum. The student mentoring programme is an example that promotes mutual respect and support between students across different year groups within the Academy. The restorative justice system is also an example used as part of the behavioural programme within an academy.

Tolerance of those of different faiths and beliefs

This is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the academy community. We also run a number of trips abroad throughout the academic year from which our students gain valuable experience of other cultures and languages. Additionally, students are actively encouraged to share their faith and beliefs within the academy. Our Religious Education/Studies curriculum provides a broad and balanced education on a range of faiths, religions and cultures and this is delivered in different ways throughout the curriculum.

4. Roles and responsibilities

Our students will be encouraged to engage, explore and model British values as they contribute positively to the life of the Academy. Pupils are expected to treat each other and staff with respect, in line with the school's ethos and behaviour policy.

Our governors are encouraged to implement the Academy ethos as well as develop processes and procedures that are guided by shared values. They hold the staff accountable for the outworking of the Academy vision.

Our Academy Leadership Teams are encouraged to role model the values, establishing best practice in staff welfare, outstanding teaching, behaviour management and pastoral support to ensure our students' academic and holistic development.

Our staff are the key to building a culture centred on shared values. British values being one of these values. When staff effectively role model the values, we believe it will impact student outcomes and foster an effective climate for learning, as well as improve staff morale and wellbeing.

We see every role within the academy structure as important which is why we encourage all staff members to help embed our ethos in practice.

Our teaching staff are encouraged to engage students through an enhanced curriculum, showing commitment to promote and model the values through their attitude, actions and teaching practices. Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.

The operational and support staff are encouraged to work together with others to create an effective learning environment that ensures our students' academic and holistic success is the number one priority for all.

Our ethos and enterprise team will work alongside staff and students to champion our vision and helping students develop shared values. They will help extend the impact of the values and ethos beyond the academy into parents, transition and the wider community.

A member of the Academy Leadership Team has the responsibility to monitor and review the implementation of this policy on an annual basis. The review will include staff and student feedback on effectiveness. The review is shared with the academy Principal, local governance, and strategic lead for Ethos and CEO.

The policy is reviewed tri-annually subject to statutory changes and changes required following the annual review. The appendices are specific to each Academy and may therefore be reviewed and amended on a more regular basis

5. Sources

In drafting this policy we have taken account of the following Department for Education, statutory and non-statutory guidance including:-

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils document, November 2013;
- Promoting fundamental British values as part of SMSC in schools document, November 2014
- OFSTED framework, September 2015;

Further information can be found within our policies and Grace Academy guidance for Ethos

Appendix A



2016-17 Cross Academy Ethos & Enterprise Framework

Our vision is to develop well-educated, considerate and caring citizens with a strong sense of values who will succeed in and contribute to modern society

The Aim of the Ethos & Enterprise framework is to provide a cohesive approach to implementing SMSC in line with our Christian Ethos and Academy vision

2016/17 Cross Academy Areas for Development	Expected impact
<p>SMSC will be outworked through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cross curricular <input type="checkbox"/> Assemblies/tutor time <input type="checkbox"/> PSHE/RE <input type="checkbox"/> Ethos and Enterprise team activities including enhanced curriculum & events <input type="checkbox"/> Daily interactions with students and community (Enhanced by Staff Training) <input type="checkbox"/> Installations / Visual Displays <input type="checkbox"/> Student Prefects/Leadership <input type="checkbox"/> Transition /Community engagement <p>Through effective leadership we expect to see:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum links to our values and themes further embedded into each subject across curriculum <input type="checkbox"/> Staff demonstrating effective SMSC in all lessons <input type="checkbox"/> Students and staff modelling values in and out of classroom - (Enhanced by Staff Training) <input type="checkbox"/> Student knowledge of British Values increased <input type="checkbox"/> Stronger Links with RE and PSHE provision <input type="checkbox"/> Enhanced curriculum implemented in each context taking into account needs of the students <input type="checkbox"/> Clear framework for monitoring & evaluation of impact – How do we know? How far have we come? 	<p>Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Well educated caring and considerate students with a strong sense of values <input type="checkbox"/> High commendations from OFSTED regarding SMSC <input type="checkbox"/> Key Ofsted measurements – working towards Outstanding <input type="checkbox"/> Raised Profile of Academy in Community –improved student numbers – Celebrated USP <p>Monitored and evaluated by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Impact Reports – statistics, surveys and stories <input type="checkbox"/> Staff & Student voice / Parent voice where applicable <input type="checkbox"/> Lesson Observations – % Good or outstanding observed with SMSC <input type="checkbox"/> Improved KPIs for Behaviour, welfare & safety

Please refer to the Document Guidance for Ethos & Values for a detailed explanation of our Christian Ethos

Tutor Time will include:	Assemblies will include:
<ul style="list-style-type: none"> <input type="checkbox"/> 4-6 x Ethos Sessions delivered per half term for Year 7 – 11 with focus on key themes <input type="checkbox"/> Ethos Award – integrated self-reflection on attendance, behaviour & achievement <input type="checkbox"/> Ethos Journal to record and measure ongoing learning 	<ul style="list-style-type: none"> <input type="checkbox"/> One Assembly per half term delivered by leadership on our values <input type="checkbox"/> One Assembly per half term delivered on Christian Parables linked to each value <input type="checkbox"/> Christian celebration focus in Assemblies at Christmas, Harvest and Easter <input type="checkbox"/> Focused Assembly series on British Values



Key Code: ■ **DSV:** Developing Shared Values ■ **UCP:** Understanding Christian Perspectives ■ **BHR:** Building Healthy Relationships ■ **RFE:** Readiness for Employability

This framework will be used as the basis for an ongoing audit for each Academy

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2016-17 Cross Academy Ethos & Enterprise Framework

Ethos & Enterprise Journey - Learning outcomes: Themes for Exploration through the Ethos & Enterprise Framework						Meeting aspects of SMSC /Ofsted
THEME 1: Developing Shared Values (DSV) Embedding our values of grace, respect, integrity, potential and excellence through the curriculum and culture	DSV.1 How can I unlock my limitless Potential?	DSV.2 How can I motivate myself to show intentional excellence?	DSV.3 How can I offer mutual respect to others?	DSV.4 How can I develop Genuine Integrity?	DSV.5 How can I show Amazing Grace?	SP1. SP2. SP4. MO1. MO2. MO3. SO3 (British Values/ Prevent)
THEME 2: Understanding Christian Perspectives (UCP) Exploring Christian viewpoints on faith based issues as part of a distinctive but inclusive curriculum	UCP.1 Is God real, and if so, then what is God like?	UCP.2 Why do Christians follow Jesus?	UCP.3 What does the Bible say about life and is it still relevant today?	UCP.4 How does the Christian faith impact the real issues young people face today?	UCP.5 How does someone relate to God?	SP1. SP2. SP4. MO1. MO2. MO3. SO3. CU1. CU5. "Religious Education – Comparison with different faiths"
THEME 3: Building Healthy Relationships (BHR) Developing the skills, values and wisdom needed to build positive relationships in every sphere of life	BHR.1 How can I build good self-esteem in myself and others?	BHR.2 How do I develop healthy relationships?	BHR.3 How do I make safer choices in my digital and real world?	BHR.4 How important are my choices about sex?	BHR.5 How do I sustain a relationship for the long haul?	SP2. MO2. SO2. "Safeguarding is effective" Pupils can explain accurately and confidently how to keep themselves healthy" "age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation." "Personal development, behaviour & welfare is outstanding" PSHE
Theme 4: Readiness for Employability (RFE) Preparing students for the world of work and life beyond the academy	RFE.1 Why work and what skills do I need to be able to contribute effectively in the workplace and society?	RFE.2 How do I increase my chances of getting a job?	RFE.3 What are employers looking for when they ask for previous experience?	RFE.4 How and when do I start to make informed career choices?	RFE.5 Why bother with budgeting now?	SP3. SP4. MO2. SO2. CU4. "Pupils are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills"
OFSTED SMSC Guidance						
SPIRITUAL The spiritual development of pupils is shown by their:	SP1: ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	SP2: sense of enjoyment and fascination in learning about themselves, others and the world around them	SP3: use of imagination and creativity in their learning	SP4: willingness to reflect on their experiences.		
MORAL The moral development of pupils is shown by their:	MO1: ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	MO2: understanding of the consequences of their behaviour and actions	MO3: interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.			



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SOCIAL The social development of pupils is shown by their:	SO1: use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	SO2: willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	SO3: acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.		
CULTURAL The cultural development of pupils is shown by their:	CU1: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others	CU2: understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	CU3: knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	CU4: willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	CU5: interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Each Academy will design and deliver bespoke activities in addition to the core enhanced curriculum outlined in this document to meet the needs of their context and compliment their individual RE/PSHE Provision. This will be outworked as part of the bespoke SMSC Action Plan

THE ETHOS & ENTERPRISE JOURNEY: ENHANCED CURRICULUM (SMSC)					
Year 7	Year 8	Year 9	Year 10	Year 11	Post 16
Curriculum - SMSC Clear reference points and focus on values or themes across curriculum (as measured by audit led by Ethos AP)	Curriculum - SMSC Clear reference points and focus on values or themes across curriculum (as measured by audit led by Ethos AP)	Curriculum - SMSC Clear reference points and focus on values or themes across curriculum (as measured by audit led by Ethos AP)	Curriculum - SMSC Clear reference points and focus on values or themes across curriculum (as measured by audit led by Ethos AP)	Curriculum - SMSC Clear reference points and focus on values or themes across curriculum (as measured by audit led by Ethos AP)	Curriculum - SMSC Clear reference points and focus on values or themes across curriculum (as measured by audit led by Ethos AP)
Year 7 Values Day Introduction to our five shared values, meaning and implementation, for new students	British Values Day Focus day on each of the British values and what they mean to our students through lessons and workshops with guests	Ethos Clubs: Activate Fusion, Momentum, Ignite Safe spaces for students – enrichment, exploring and developing values, understanding Christian ethos, catalyst for student led Social Action Projects and student installations	Ethos Clubs: Activate Fusion, Momentum, Ignite Safe spaces for students – enrichment, exploring and developing values, understanding Christian ethos, catalyst for student led Social Action Projects and student installations	Excellence Academy Motivational guest speakers into the curriculum to raise aspirations	Ethos Assemblies/ Presentations Bespoke assemblies with focus on character development
Ethos Clubs: Activate Fusion, Momentum, Ignite Safe spaces for students – enrichment, exploring and developing values, understanding Christian ethos, catalyst for student led Social Action Projects and student installations	Ethos Clubs: Activate Fusion, Momentum, Ignite Safe spaces for students – enrichment, exploring and developing values, understanding Christian ethos, catalyst for student led Social Action Projects and student installations	Yr 9 Ethos Tutor Time Topics include: 1. Grace Challenges SET 4 2. BHR: Communication 3. Grace Challenges SET 5 4. DSV: British Values 5. Grace Challenges SET 6 6. UCP: Videos - DEEPER	Yr 10 Ethos Tutor Time Topics include: 1. DSV: Intentional Excellence 2. BHR: Connected 3. DSV: Amazing Lives: Amazing Grace 4. DSV: British Values 5. No limits to your integrity 6. UCP: Videos - PERSPECTIVE	Yr 11 Ethos Tutor Time Topics include: 1. DSV: Study Skills – prepared for excellence 2. BHR: Commitment 3. RFE: Readiness for employability 4. DSV: British Values 5. UCP: Videos - PURPOSE	UCP Assemblies/ Presentations Bespoke assemblies with focus on UCP learning outcomes
Yr 7 Ethos Tutor Time Topics include 4 sessions: 1. DSV: Mutual Respect 2. BHR: Friendship & Peer Pressure and Self-esteem	Yr 8 Ethos Tutor Time Topics include: 1. DSV: Limitless Potential 2. BHR: Digital Wisdom 3. Grace Challenges SET 1	Perspectives Week Whole School themed week into curriculum including guests from music, dance or sport. Focus on Christianity with	UCP DAY In-depth look at the UCP learning outcomes through workshops and lessons including BIG QUESTIONS session for exploring faith issues	Easter Experience Live the Story: Exploring how the Easter story is still impacting and influencing people today	Romance Academy Post 16 sessions covering relationships & sex education including HIV, abortion & pornography.



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3. DSV: Acceptance, Respect & Tolerance 4. DSV: British Values 5. DSV: Genuine Integrity 6. UCP: Videos - IDENTITY	4. DSV: British Values 5. Grace Challenges SET 2 6. Grace Challenges SET 3	measurable outcomes of learning (before after)			
UCP Day Introduction to the UCP learning outcomes through workshops and lessons	Perspectives Week Whole School themed week into curriculum including guests from music, dance or sport. Focus on Christianity with measurable outcomes of learning (before after)	Easter Experience Understand the story: Focus on what Christians believe about Jesus as saviour through Palm Sunday & Last Supper	Perspectives Week Whole School themed week into curriculum including guests from music, dance or sport. Focus on Christianity with measurable outcomes of learning (before after)	Christmas Uncovered Tutor Time Activities Extended assembly interactive presentation with guests Community Christmas Event	Stock Market Challenge A practical insight into the financial world of stock trading and the importance of being able to make quick decisions based on accurate information.
Perspectives Week Whole School themed week into curriculum including guests from music, dance or sport. Focus on Christianity with measurable outcomes of learning (before after)	Easter Experience Explore the story: Focus on the significance of death and resurrection of Jesus from the Christian perspective	Christmas Uncovered Tutor Time Activities Extended assembly interactive presentation with guests Community Christmas Event	Easter Experience Connect the story: Unpacking the value of forgiveness as a central theme of the Easter story	Soul Space Interactive room installations with both integrated curriculum opportunities and optional reflection space for students to explore key themes at set times in the year	CV Writing & Mock interviews An excellent opportunity to be exposed to the process of job hunting and tips on how to succeed at your interview.
Easter Experience Tell the story: Introduction to the facts of the Easter Story	Christmas Uncovered Tutor Time Activities Extended assembly interactive presentation with guests Community Christmas Event	Soul Space Interactive room installations with both integrated curriculum opportunities and optional reflection space for students to explore key themes at set times in the year	Christmas Uncovered Tutor Time Activities Extended assembly interactive presentation with guests Community Christmas Event	RSE Day Relationships & Sex education including Teen Partner Abuse, Healthy Relationships, Pornography, Marriage & Commitment.	Assessment Centre Year 13s have an opportunity to practice performing under pressure and learning what employers are looking for during an assessment day.
Christmas Uncovered Tutor Time Activities Extended assembly interactive presentation with guests Community Christmas Event	Soul Space Interactive room installations with both integrated curriculum opportunities and optional reflection space for students to explore key themes at set times in the year	RSE Day Relationships & Sex education including Sexting, Healthy Relationships, Contraception & STI's, self-esteem & body image.	Soul Space Interactive room installations with both integrated curriculum opportunities and optional reflection space for students to explore key themes at set times in the year	Business Awards 20 minute recognition interviews, celebrating significant student endeavour, and choosing winners for the annual business awards.	IM, Tesco - An Insight into Recruitment A 2 hour workshop looking at the recruitment process. An opportunity to research for Unit 2 of their Business Studies Course.
Soul Space Interactive room installations with both integrated curriculum opportunities and optional reflection space for students to explore key themes at set times in the year	Bully4U (Loudmouth Drama) Tackling different types of bullying (cyber, homophobic and sexist)	Boys Project: Esteem Mentoring 6-8 week course of referred boys to improve attitude and behaviours through promoting healthy masculinity	RSE Day Relationships & Sex education including Teen Pregnancy, Healthy Relationships, Alcohol, & Consent.		Apprenticeship Roadshow A one hour assembly where students find out about Apprenticeships in general as well as specific offerings from our business partners.
Puberty Introduction (Loudmouth Drama) Transition & physical & emotional changes of puberty.	Boys Project: Esteem Mentoring 6-8 week course of referred boys to improve attitude and behaviours through promoting healthy masculinity	Outside the Box: Girls Mentoring 6-8 wk course of referred girls to prevent risky sexual behaviour, CSE & grooming.	Boys Project: Esteem Mentoring 6-8 week course of referred boys to improve attitude and behaviours through promoting healthy masculinity		Mosaic Innovate - Financial Capability in Budgeting One of the most important and under-appreciated skills that you will need to make good progress in your first few years out of school.
Midcounties Co-Op Fair Trade Day Awareness of the Global Market, it's not just 'all about the money', but fairness and justice.	Miss Understood Club Intervention and enrichment course to raise self-esteem of girls	Miss Understood Club Intervention and enrichment course to raise self-esteem of girls	Outside the Box: Girls Mentoring 6-8 wk course of referred girls to prevent risky sexual behaviour, CSE & grooming.		Skills Show An opportunity to explore the wealth of career opportunities available and the education providers that can help you get there.



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<p><input type="checkbox"/> Mitie Business & You A 10 hour block of lessons across faculties linked into the curriculum designed to show how various aspects of the syllabus are used in the real world.</p>	<p><input type="checkbox"/> Mitie World of Work Professionals identify the skills for success, in action, through work processes in design production and construction</p>	<p><input type="checkbox"/> Mosaic Enterprise Challenge 6 hours with business mentors to learn how to connect critical business concepts, come up with business ideas and become future business leaders.</p>	<p><input type="checkbox"/> Tesco, IM Group, NEC - Ready to Work National trainers teach what Industry expects from the school leaver and the soft skills required to make a good initial impact.</p>		<p><input type="checkbox"/> Business Awards 20 minute recognition interviews, celebrating significant student endeavour, and choosing winners for the annual business awards.</p>
<p><input type="checkbox"/> Business Awards 20 minute recognition interviews, celebrating significant student endeavour, and choosing winners for the annual business awards.</p>	<p><input type="checkbox"/> Mosaic Enterprise Challenge A National Enterprise Competition for G&T students from Year's 8, 9 and 10</p>	<p><input type="checkbox"/> BAM Focus on Industry - Construction</p> <p><input type="checkbox"/> Tesco, IM Group Focus on Industry - Logistics</p>	<p><input type="checkbox"/> Santander Dragons' Den Students entrepreneurial skills are encouraged and developed as business initiatives are developed and pitches delivered.</p>		<p><input type="checkbox"/> Mosaic Innovate – Financial Capability Workshop Providing bitesize insights into mortgages, taxes, pensions and voting</p>
	<p><input type="checkbox"/> Business Awards 20 minute recognition interviews, celebrating significant student endeavour, and choosing winners for the annual business awards.</p>	<p><input type="checkbox"/> ASDA, LaSer UK, Xoserve Focus on Industry - Customer Service</p>	<p><input type="checkbox"/> Business Etiquette Lunch Aimed at equipping students with the skills to feel at ease and knowledgeable .Guests from local businesses attend to discuss their business journey</p>		
		<p><input type="checkbox"/> NEC, Aspens Focus on Industry - Food Technology</p>	<p><input type="checkbox"/> Midcounties Co-op - Green Pioneers An opportunity for 12 Year 10's to develop the skills required to pioneer new projects with a focus on the environment. Includes a week residential at Outward Bound and the John Muir Award.</p>		
		<p><input type="checkbox"/> Midcounties Co-Op Focus on Industry - Travel & Tourism Deeper look in to themes of Industry and how many facets of industry have transferrable skills.</p>	<p><input type="checkbox"/> Business Awards 20 minute recognition interviews, celebrating significant student endeavour, and choosing winners for the annual business awards.</p>		
			<p><input type="checkbox"/> Mosaic Enterprise Challenge 6 hours with business mentors to learn how to connect critical business concepts, come up with business ideas and become future business leaders.</p>		

NB: To enhance the BHR Theme we recommend implementation of 4 Christopher Winter Resource Lessons delivered by identified staff for Year 7,8,9 in curriculum - Full training and support can be given by the Ethos RSE Coordinator together with external organisations (As trialled in GAD 2015-16)



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ETHOS TUTOR TIME SCHEME FOR LEARNING						
YEAR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>DSV: Mutual Respect SFL Students will learn how to live and demonstrate our academy values SPI.SP4.MO1.MO2.MO3.SO3</p>	<p>BHR: Friendship & Peer Pressure SFL Students will learn how to develop key skills and wisdom needed for healthy relationships SPI.SP4.MO1.MO2.MO3</p> <p>Christmas 2016 Students will explore Christmas and what it means to them and others SPI.MO3.CU1</p>	<p>DSV: Acceptance & Tolerance SFL Students will explore the attitude and behaviours needed to develop an inspirational community SPI.SP4.MO1.MO2.MO3.CU5</p>	<p>DSV: British Values SFL Students will explore skills and attitudes around British Values preparing them for life in Modern Britain CU2.SO3.</p> <p>Easter 2017: Tell the Story Students will explore Easter and what it means to them and others SPI.MO3.CU1.</p>	<p>DSV: Genuine Integrity SFL Students will learn how to live and demonstrate our academy values SPI.SP4.MO1.MO2.MO3</p>	<p>BHR: Self Esteem Students will understand the number one building block of all relationships as developing a healthy view of self SPI.SP4.MO1.MO2.MO3</p>
Year 8	<p>DSV: Limitless Potential SFL Students will learn how to live and demonstrate our academy values SPI.SP4.MO1.MO2.MO3.SO3</p>	<p>BHR: Digital Wisdom SFL Students will learn how to develop key skills and wisdom needed online SPI.SP4.MO1.MO2.MO3</p> <p>Christmas 2016 Students will explore Christmas and what it means to them and others SPI.MO3.CU1</p>	<p>UCP: Video Series: IDENTITY In this set of videos students will learn that they are more than their outward appearance or labels and that their inner identity is made of mind, body and spirit... SPI.SP2.SP3.SP4.</p>	<p>DSV: British Values SFL Students will explore skills and attitudes around British Values preparing them for life in Modern Britain CU2.SO3.</p> <p>Easter 2017: Explore the Story Students will explore Easter and what it means to them and others SPI.MO3.CU1.</p>	<p>Grace Challenges Set 1 Students will learn how to live and demonstrate our academy values through self-reflection activities SPI.SP4.MO1.MO2.MO3.SO3</p>	<p>Grace Challenges Set 2 Students will learn how to live and demonstrate our academy values through self-reflection activities SPI.SP4.MO1.MO2.MO3.SO3</p>
Year 9	<p>Grace Challenges Set 3 Students will learn how to live and demonstrate our academy values through self-reflection activities SPI.SP4.MO1.MO2.MO3.SO3</p>	<p>BHR: Communication SFL Students will learn how to develop key skills and wisdom needed for healthy relationships SPI.SP4.MO1.MO2.MO3</p> <p>Christmas 2016 Students will explore Christmas and what it means to them and others SPI.MO3.CU1</p>	<p>BRITISH VALUES: The Value of Democracy Students will learn the importance of democracy and its role in shaping our history and values SO3.CU2.CU3.</p>	<p>DSV: British Values SFL Students will explore skills and attitudes around British Values preparing them for life in Modern Britain CU2.SO3.</p> <p>Easter 2017: Understand the Story Students will explore Easter and what it means to them and others SPI.MO3.CU1.</p>	<p>Grace Challenges Set 4 Students will learn how to live and demonstrate our academy values through self-reflection activities SPI.SP4.MO1.MO2.MO3.SO3</p>	<p>UCP: Video Series: DEEPER In this set of videos students will learn that having a positive perspective and avoiding bad influences will show they are starting to follow their moral compass and strengthen their spirit... SPI.SP2.SP3.SP4.</p>
Year 10	<p>DSV: Intentional Excellence Students will learn how to live and demonstrate our academy values SPI.SP4.MO1.MO2.MO3</p>	<p>BHR: Connected SFL Students will learn how to develop key skills and wisdom needed for healthy relationships and staying safe on and offline. SPI.SP4.MO1.MO2.MO3</p> <p>Christmas 2016 Students will explore Christmas and what it means to them and others SPI.MO3.CU1</p>	<p>DSV: Amazing Grace: Amazing Lives Students will learn how to live and demonstrate our academy values through real life examples and role models SPI.SP4.MO1.MO2.MO3</p>	<p>DSV: British Values SFL Students will explore skills and attitudes around British Values preparing them for life in Modern Britain CU2.SO3.</p> <p>Easter 2017: Connect the Story Students will explore Easter and what it means to them and others SPI.MO3.CU1.</p>	<p>DSV: No limits to your Integrity Students will learn how to live and demonstrate our academy values SPI.SP4.MO1.MO2.MO3</p>	<p>UCP: Video Series: PERSPECTIVE In this set of videos students will learn that the human spirit, which we connect with through awe and wonder, can persevere through tough times, as well as show real love and compassion to others... SPI.SP2.SP3.SP4.</p>
Year 11	<p>DSV: Study Skills – Prepared for Excellence Students will develop real life skills that give students the cutting edge in their exams and future plans SP3.SP4</p>	<p>BHR: Commitment SFL Students will develop key skills and wisdom needed for healthy relationships SPI.SP4.MO1.MO2.MO3</p> <p>Christmas 2016 Students will explore Christmas and what it means to them and others SPI.MO3.CU1</p>	<p>RFE: Readiness for Employability SFL Students will learn skills that help practical prepare them for the world of work SPI.SP4.</p>	<p>DSV: British Values In Action Students will explore skills and attitudes around British Values preparing them for life in Modern Britain CU2.SO3.</p> <p>Easter 2017: Live the Story Students will explore Easter and what it means to them and others SPI.MO3.CU1.</p>	<p>UCP: Video Series: PURPOSE In this set of videos students will learn that life's purpose is not discovered by endlessly pursuing money and fame for yourself but is found whilst focusing on others... SPI.SP2.SP3.SP4.</p>	<p>NO SFL: EXAM STUDY PREP</p>





2016-17 Cross Academy Ethos & Enterprise Framework

IDENTIFIED LINKS TO OFSTED FRAMEWORK

OUR ETHOS & ENTERPRISE FRAMEWORK WILL:

- Help Grace Academy to meet the requirements of OFSTED for overall effectiveness
- Link with the wider curriculum to improve teaching and learning
- Compliment individual Academy's provision of RE, PSHE & SMSC
- Support student awareness of British Values
- Enable a values based culture that supports staff and students to excel

Our Ethos & Enterprise Framework positively impacts:

School Ethos & Culture - Overall Effectiveness – Leadership & Management – Quality of Teaching & Learning - Personal development, behaviour & welfare - Spiritual, Moral, Social & Cultural Development - Staying Safe – British Values – Religious Education - Broad and Balanced Curriculum

The Ethos Team will support the process of developing these outcomes for students thus enabling the Academy to be judged outstanding in the long term as they embed and develop the Ethos Framework with staff.

OFSTED LINKS TO THE OUR FRAMEWORK

There are clear links to the Outstanding Criteria in the OFSTED Framework (released Sept 2015) which outlines the requirements for the Overall Effectiveness of any school.

A School must be able to demonstrate effective SMSC and will be outstanding when:

The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.

Here are some relevant highlights from the OFSTED Framework which link to our Ethos Framework (using the Outstanding Criteria as the benchmark).

Leadership & Management is Outstanding when:

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- The school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

The quality of Teaching, Learning & Assessment is outstanding when:

- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Personal development, behaviour & welfare is outstanding when:

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.



Key Code: ■ **DSV:** Developing Shared Values ■ **UCP:** Understanding Christian Perspectives ■ **BHR:** Building Healthy Relationships ■ **RFE:** Readiness for Employability

This framework will be used as the basis for an ongoing audit for each Academy



2016-17 Cross Academy Ethos & Enterprise Framework

- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

The impact of the provision for pupils' spiritual, moral, social and cultural development (Part of overall effectiveness)

The spiritual development of pupils is shown by their:

- **SP1:** ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- **SP2:** sense of enjoyment and fascination in learning about themselves, others and the world around them

- **SP3:** use of imagination and creativity in their learning
- **SP4:** willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- **MO1:** ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- **MO2:** understanding of the consequences of their behaviour and actions
- **MO3:** interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- **SO1:** use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- **SO2:** willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- **SO3:** acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- **CU1:** understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- **CU2:** understanding and appreciation of the range of different cultures within school and further afield as an

essential element of their preparation for life in modern Britain

- **CU3:** knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- **CU4:** willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- **CU5:** interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Relevant RE Guidance

- All pupils are entitled to receive RE as part of a broad and balanced curriculum at a school which promotes their spiritual, moral, social and cultural development.
- Every locally agreed syllabus must reflect that the religious traditions of Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.
- The curriculum must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-0014-2010.



Key Code: ■ **DSV:** Developing Shared Values ■ **UCP:** Understanding Christian Perspectives ■ **BHR:** Building Healthy Relationships ■ **RFE:** Readiness for Employability

This framework will be used as the basis for an ongoing audit for each Academy

Appendix B

PSHE Guidance Links:

- Department for Education Promoting fundamental British values as part of SMSC in schools:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

- Department for Education Improving the spiritual, moral, social and cultural (SMSC) development of pupils:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268826/dept_advice_template_smscadvicenov13.pdf

- PHSE Association Curriculum Guidance:

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

- PHSE Association Programme of Study for PSHE Education (Key Stages 1-5):

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Appendix C – Grace Academy Solihull Overall Plan

The core values of Grace Academy are grace, respect, potential, integrity and excellence. These values are used to help students understand their place both in the academy and in modern Britain.

Further details of the academy’s commitment to promotion of British Values and SMSC are contained in the Ethos Framework showing Ofsted links. More evidence such as impact reports can be given for examples mentioned in this document and for each criteria. Displays across the academy give students examples of British Values in action in a range of curriculum areas.

An understanding of how citizens can influence decision-making through the democratic process

- Student leadership and responsibility is covered through the Prefect system and ASA’s (Academy Student Ambassadors). These students find out students viewpoints through students surveys and form time activities and then work with both staff and students to positively change areas identified from student voice
- Post 16 students regularly participate in debates and discussions focused on politics and British and international current affairs as part of their regular tutor activities throughout the year
- “Understanding Parliament and Government” tutor activities – multiple sessions throughout the year: Years 7-11
- British Values assemblies on the rule of law and how important it is for people to know what their government is doing and
- Students participate in mock campaigns and voting during times of national interest: General Election (May 2015) and EU Referendum (May 2016)

An understanding that the freedom to hold other faiths and beliefs is protected in law

- Academy staff attend inter-school police forum to discuss trends and issues needing addressing in the academy as well as regular contact held with Police / Solihull Council and other relevant agencies
- “Multi-Faith Britain” tutor activities – multiple sessions throughout the year focused on understanding the ever-changing diversity of Britain’s religious landscape: Years 7-11
- “Understanding Faiths and Beliefs” multi-faith workshops presented by 3FF: Years 8-10

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

- Regular assemblies tackling anti-bullying/homophobia/racism/mental health issues and other topics raised through monitoring of relevant issues
- Anti-Bullying Week assemblies and activities every year: Years 7-11
- Bullying and incidents of concern recorded, investigated by Safeguarding team, and resolve using Restorative Practices framework
- Bully 4 U performance and workshops presented by Loundmouth Theatre in Education for all Year 8 students including issues of homophobia/ racist bullying
- Tutor time: ART (Acceptance, Respect, and Tolerance) has helped students explore protected characteristics and issues of discrimination
- British Values tutor activities – multiple sessions during Spring Term, covering such topics as: what it means to be British; tolerance; and individual liberty and responsibility

An understanding of the importance of identifying and combatting discrimination

- British Values assemblies on extremism and radicalisation and how these attitudes and actions are the opposite of what it means to be British
- Assemblies on multiculturalism explain the influence other cultural traditions have had on what we call modern Britain. Assemblies also highlight the fact that what people consider “British” has always been a melting pot of many diverse cultural influences
- History SfL includes project on Auschwitz and a visit and presentation from Holocaust survivor, which focuses on the dangers of intolerance and demonising people based on religion, race, or sexual orientation
- All staff are Prevent trained. Through assembly, tutor, and lesson, staff encourage students to challenge and report any incidents of racist, religious, sexual or gender-based bullying, both in school and outside as well

Appendix D – Grace Academy Darlaston Overall Plan

The core values of Grace Academy are grace, respect, potential, integrity and excellence. These values are used to help students understand their place both in the academy and in modern Britain.

Further details of the academy's commitment to promotion of British Values and SMSC are contained in the Ethos Framework showing Ofsted links. More evidence such as impact reports can be given for examples mentioned in this document and for each criteria. Displays across the academy give students examples of British Values in action in a range of curriculum areas.

An understanding of how citizens can influence decision-making through the democratic process

All students took part in voting for issues to be discussed by the Walsall Youth Parliament (Sep 2016)

Election fever Tutor Time using resources from Parliament.uk (May 2015) and for the Referendum on (May 2016)

Curriculum examples include Geography: Different types of government and how democracy can shape a country, Year 10: March, Year 8 October. History Curriculum looks at the introduction of democracy in Year 7 and democracy in Germany in Year 8, 9 and 10

Student leadership and responsibility is covered through the Prefect system and ASA's (Academy Student Ambassadors). These students find out students viewpoints through students surveys and form time activities and then work with both staff and students to positively change areas identified from student voice

Post 16 have conducted a philosophical debate/ project surrounding forms of government and modern social commentators views as part of Skills for Learning (Autumn Term)

An understanding that the freedom to hold other faiths and beliefs is protected in law

Tutor time: ART (Acceptance, Respect, Tolerance) has helped students explore protected characteristics and issues of discrimination

Precious Life presentation by West Midlands Police: November 2016

Tapestry Prevent Event booked for Feb 2017

Saltmine Prevent Theatre Production held across year groups during 2015-2016

Tutor resources provided for students to discuss British Values and their importance (Spring Term)

Multiculturalism tutor time course: Years 9-11

Human Rights tutor time course: Years 9-10

Curriculum examples include Year 8 R.E lessons look at faith and tolerance and Year 8 History looks at slavery and the suffragette movement

Academy staff attend inter-school police forum to discuss trends and issues needing addressing in the academy as well as regular contact held with Police/ Walsall Council and other relevant agencies

Discrimination and Prejudice modules in PSHE/Citizenship

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

Anti- Bullying Workshops provided for Year 7

Regular assemblies tackling anti-bullying/homophobia/racism/mental health issues and other topics raised through monitoring of relevant issues

Bullying and incidents of concern mapped on CPOMS and acted on by safeguarding team

Bully 4 U Theatre Company (Oct 2015) and workshops for all Year 8 students including issues of homophobia/ racist bullying

Year 7 Ethos literacy project encouraged students to write creative writing pieces on the subject of bullying and discrimination from the point of view of a victim.

Battlefield Project: Students teaching others about legacy of World War II and how this has affected and shaped British Values

Panels of faith leaders conducted by Head of R.E as part of British Values days

Prevent modules in PSHE/Citizenship

An understanding of the importance of identifying and combatting discrimination

Termly assemblies focus on Respect and have looked at discrimination, homophobia and the effects of discrimination.

Guests such as Footballers versus homophobia provide workshops

Anti-bullying week assemblies and activities: Nov 2014

Curriculum including work such as Year 9 English Module tackling homophobia by looking at organisations such as Rainbow laces working to tackle prejudice in football. Texts such as “Of Mice and Men” help students engage with issues of race and prejudice

Students through R.E and History will explore examples such Martin Luther King and Thich Quang Doc who have tackled discrimination on grounds of race and faith

All tutor groups in years 7-10 work on notice boards and assemblies to promote values across their year group.

Appendix E – Grace Academy Coventry Overall Plan

The core values of Grace Academy are grace, respect, potential, integrity and excellence. These values are used to help students understand their place both in the academy and in modern Britain.

British Values are met and addressed through a range of opportunities in the Academy. These include:

- Explicit British Values Ethos sessions delivered through tutor time (See British Values evidence folder)
- Opportunities to engage with British Values throughout the curriculum, in subject areas and during timetabled lessons (See SMSC Audit)
- Through one off stand-alone events designed to address individual elements of British Values (See British Values evidence folder)
- Through Academy life and core values which reflect and promote the values of British society.

Further details of the academy's commitment to promotion of British Values and SMSC are contained in the Ethos Framework showing Ofsted links. Further evidence such as impact reports can be given for examples mentioned in this document and for each criteria.

Future Planning:

- To expand the existing ethos tutor work to include shaped lessons which meet the varied needs of each year group as they progress through the Academy.
- To plan and implement a range of British Values ethos events across the seven year programme of the Academy.
- To deliver British Values events for our feeder schools to ensure a smooth transition of message from Primary to Secondary education.
- To collate impact reports, student feedback and other evidence in a British Values folder as evidence for how we meet British Values and to inform further developmental change.

The following reflect previous British Values events at our sister school in Darlaston. These are marked in green and will be updated in red when checked against those events run at Coventry prior to the arrival of the new incumbent AP for Ethos.

An understanding of how citizens can influence decision-making through the democratic process

All students took part in voting for issues to be discussed by the Walsall Youth Parliament (Sep 2016)

Election fever Tutor Time using resources from Parliament.uk (May 2015) and for the Referendum on (May 2016)

Curriculum examples include Geography: Different types of government and how democracy can shape a country, Year 10: March, Year 8 October. History Curriculum looks at the introduction of democracy in Year 7 and democracy in Germany in Year 8, 9 and 10

Student leadership and responsibility is covered through the Prefect system and ASA's (Academy Student Ambassadors). These students find out students viewpoints through students surveys and form time activities and then work with both staff and students to positively change areas identified from student voice

Post 16 have conducted a philosophical debate/ project surrounding forms of government and modern social commentators views as part of Skills for Learning (Autumn Term)

An understanding that the freedom to hold other faiths and beliefs is protected in law

Tutor time: ART (Acceptance, Respect, Tolerance) has helped students explore protected characteristics and issues of discrimination

Precious Life presentation by West Midlands Police: November 2016

Tapestry Prevent Event booked for Feb 2017

Saltmine Prevent Theatre Production held across year groups during 2015-2016

Tutor resources provided for students to discuss British Values and their importance (Spring Term)

Multiculturalism tutor time course: Years 9-11

Human Rights tutor time course: Years 9-10

Curriculum examples include Year 8 R.E lessons look at faith and tolerance and Year 8 History looks at slavery and the suffragette movement

Academy staff attend inter-school police forum to discuss trends and issues needing addressing in the academy as well as regular contact held with Police/ Walsall Council and other relevant agencies

Discrimination and Prejudice modules in PSHE/Citizenship

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

Anti- Bullying Workshops provided for Year 7

Regular assemblies tackling anti-bullying/homophobia/racism/mental health issues and other topics raised through monitoring of relevant issues

Bullying and incidents of concern mapped on CPOMS and acted on by safeguarding team

Bully 4 U Theatre Company (Oct 2015) and workshops for all Year 8 students including issues of homophobia/ racist bullying

Year 7 Ethos literacy project encouraged students to write creative writing pieces on the subject of bullying and discrimination from the point of view of a victim.

Battlefield Project: Students teaching others about legacy of World War II and how this has affected and shaped British Values

Panels of faith leaders conducted by Head of R.E as part of British Values days

Prevent modules in PSHE/Citizenship

An understanding of the importance of identifying and combatting discrimination

Termly assemblies focus on Respect and have looked at discrimination, homophobia and the effects of discrimination.

Guests such as Footballers versus homophobia provide workshops

Anti-bullying week assemblies and activities: Nov 2014

Curriculum including work such as Year 9 English Module tackling homophobia by looking at organisations such as Rainbow laces working to tackle prejudice in football. Texts such as “Of Mice and Men” help students engage with issues of race and prejudice

Students through R.E and History will explore examples such Martin Luther King and Thich Quang Doc who have tackled discrimination on grounds of race and faith

All tutor groups in years 7-10 work on notice boards and assemblies to promote values across their year group.