



GREATFIELDS SCHOOL

SMSC Policy

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Partnership Learning



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British Values

SMSC at Greatfields is underpinned by our belief that British values are integral to their development as citizens. Greatfields School is situated on the Gascoigne estate, Barking in the ninth most deprived local authority in the country. Ours is a culturally mixed community and as a result we are proactive in raising awareness the importance of our students sharing common values. To ensure that we educate our students in these values they are embedded in our curriculum across all subject areas and specifically taught via our civics and assembly programme.

<u>SMSC categories</u>	<u>Evidence</u>
<p>1. The spiritual development of pupils is shown by their:</p>	
<ul style="list-style-type: none"> ■ 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 	<p>Art: In Year 7 Pupils learn about Gothic Architecture and in doing so review the necessity for such cathedrals, they reflect on the need for places of worship and how and why religions design their places of worship in a certain way.</p> <p>In Year 8 Pupils learn about the Mexican festival “Day of the Dead”. They discover how this culture celebrates their dead loved ones and through their own art exhibit ways in which they can celebrate and remembering the lives of those they love.</p> <p>In Year 9 pupils study Aboriginal Art and learn about Dreamtime and how this specific culture belief the world and all that is in it are created, they learn to evaluate and understand the beliefs of another culture and how such beliefs can be expressed through imagery.</p> <p>Civics: Religion – Half Term 2, Year 7 pupils are introduced to the significance of religion, different religious groups and religious holy books. Half Term 4, Year 7 pupils look at conflicts between science and religion and how the two interact. Half Term 2, Year 8 pupils review Eastern religions, religious rites of passage and religious founders and followers. Half Term 4 Year 8 pupils review global persecution, Anti- Semitism and The Holocaust.</p>





In Year 9 pupils learn about extremism, faith and hate crime. They study religions within their community, atheism, theism, and humanism and review religious attitudes towards war.

English:

- **Coraline (Literature):** Students examined relationships and focus on parental responsibility. The scheme allowed me to include activities to discuss ideas about responsibility and accountability. Students were able to understand when they are responsible for their actions and when they should seek help from their parents. We also explored ideas about morality and how important it is to tell the truth.
- **Anne Frank (Language):** we examined the social and historical context of the holocaust. Students explored Anne Frank's diary and engaged with the gassing and killing of innocent people because of their faith. Students were able to discuss and engage with the idea of living in a multi-cultural and multi-faith society where we accept people's individuality and don't judge them. Students also explored ideas about terrorism and how this has created a new wave of hatred and prejudice.
- **Poetry from other cultures:** this unit allowed students to explore various cultures/customs which allowed them to develop an understanding and appreciation of their peers. Through the poems we explored diversity and celebrated the various cultures our students belong to. We also tackled issues around racism and engaged in an open dialogue about unacceptable language and terms that can be deemed offensive. We explored how racism can lead to factions and conflicts within society and implemented ideas that allowed students to confidently challenge any unacceptable behaviour.
- **WWI poetry –** this unit allows students to explore British history and values. We explored how society and values around war have changed, we





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	<p>also explored how people can learn from their mistakes.</p> <ul style="list-style-type: none"> • 19th century Literature – allowing students to explore the evolving role of women and social class. Deep discussions about challenging acceptable behaviour and responsibility – liking to the idea that the wealthy should support the less fortunate. <p>Geography: Year 8 studied the Hualapai Tribe in the Grand Canyon and how tourists are affecting their way of life. They also study environmental issues which makes the pupils think about how people with other values are affect by what we do.</p> <p>History: Year 7 are looking at the Crusades and have asked questions regarding how religion should promote peace. Year 8 have looked at slavery and Civil Rights, this has helped them understand the fight for equality. Year 9 look at The Second World War and Hitler’s view of Jews, Roma Gypsies and disabled people, this helps them realise the irrationality of prejudice.</p> <p>Pastoral: During mentoring programmes, students are able to reflect on what makes them unique. This includes their beliefs, religion and personal values. Also, prayer rooms are available twice a day.</p> <p>Science: In Year 7 we discuss our place in the universe and the Big Bang and creation theories. In Y9 students also discuss the use of Stem cells and the ethical implications of human cloning.</p> <p>Spanish: In Spanish we learn about different topics and link them to Hispanic culture or their own culture, opinions and beliefs. We teach the students about different Spanish celebrations and have them reflect on their own.</p>
<ul style="list-style-type: none"> ■ sense of enjoyment and fascination in learning about themselves, others and the world around them 	<p>Art: Year 7 pupils learn about the artwork of specific artists. They are introduced to the concept of working as a pattern designer and learn about how artwork relates to the wider world and jobs in art and design. Artwork from other cultures and times are explored, understanding the context in which Pop Art and abstract art is produced. Pupils learn about how culture and consumerism influences art and pupils draw upon</p>





their own experiences and consumer interests to produce artwork.

Year 8 pupils research the cubist movement in order to produce their own cubist images. Pupils review the work of Surrealist artists and symbolism within Surreal artwork. They create personal pieces of Surreal artwork symbolising their own subconscious emotions and feelings. Pupils learn about the Mexican festival “Dia de Muertos” and from this take inspiration to create their own designs inspired by meanings connected to the festival to celebrate the lives of those they love.

In Year 9 pupils learn about Graffiti and specific artists from around the world who choose to voice their beliefs using this art form. Whilst learning about this pupil are given the opportunity to display their own opinions on social concerns by creating their own graffiti style artwork. They also study Aboriginal artwork in which they discover how Aborigines used art as a form of communicating their beliefs; pupils learn to use Aboriginal symbols to tell their own stories about the world.

English: See above, but generally students able to draw up on their own beliefs and experiences.

Performing Arts: In Dance students study world dance and look at Bollywood, African and samba dance. Students also study Shakespeare.

Geography: Year 7 pupils learn about what it means to be British (see above). They also study different cultures and the world around them when looking at Inuit way of life. They also study tectonic hazards and how they affect people around the world.

History: Year 8 unit has been nearly exclusively the study of Black people in Africa and America. The struggle which they have gone through has been eye opening for some. Year 9 better understand the diplomatic relations between countries and how those alliances from the First and Second World War are still existing today.

Year 8 pupils learn about weather which is a topic that is spoken about on a daily basis. They also studied hurricanes and the impacts on people around the world. They look Year 8 at the Hualapai Tribe in the Grand Canyon and how tourists are affecting their way





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	<p>of life. They are taught different environmental issues from around the world.</p> <p>Maths:</p> <ul style="list-style-type: none">• We promote a sense of wonder in the exactness of mathematics in the exploration of infinity, pi, topology, complex numbers and real world examples. <p>We encourage the students to appreciate the enormity of the world of Mathematics as it has developed through time.</p> <p>PE: Pupils are given the opportunity to experience a wide range of sports, which allows them to learn which sports or activities they enjoy most.</p> <p>Science: Consistently completing practical's where students investigate hypothesis about all aspects of science and the natural world.</p> <p>Spanish: In Spanish, there is an emphasis on learning about Hispanic culture. This is developed through lessons and classroom displays, as well as extracurricular Spanish club.</p>
<p>■ use of imagination and creativity in their learning</p>	<p>Art: Pupils are required to use their imagination and creativity to reflect upon their research of artists and cultures and to create their own personal response to this. They are required to use their creative skills when utilising various mediums introduced during KS3, e.g. paint, ink, print, pencil, oil pastel, clay and charcoal, sewing etc.</p> <p>English: Students write and construct their own creative literature. Poetry: reflecting on their own personal beliefs/cultures and values. Sensory descriptions.</p> <p>Geography: On a regular basis pupils are asked to create newspaper articles on events around the world, posters on how to survive in certain environments and fieldwork.</p> <p>History: Todd are planning speeches, putting themselves in the shoes of someone who is in 1066 looking to take the throne. Year 7 has also done posters to help them with their learning of the Roman Republic. Year 9 also did living graphs to show important factors for the causes of The First World War.</p>





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	<p>School Council: Coming up with solutions to suggestions made by students.</p> <p>Maths: In Maths lessons students are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them. The skills of analysing data are taught to enable students to make sense of vast amounts of data available in the modern world around them.</p> <p>Performing Arts: In Drama/Dance students are required to work collaboratively and create ideas using their imagination.</p> <p>PE: Pupils are given the opportunity to work in teams and discuss tactics in order to improve their performance. They are also able to reflect on their own practice and come up with ways in which they can improve their performance. This is also done through the roles of coaching.</p> <p>Science: Students have to design experiments and develop their own hypotheses using their own knowledge and creativity.</p> <p>Spanish: There was a collaboration between the art and Spanish department where students made day of the dead masks.</p>
<ul style="list-style-type: none">■ willingness to reflect on their experiences.	<p>Art: Year 7 pupils reflect on experiences as a consumer whilst creating Pop Art in response to popular food items they buy. Year 7 pupils create pattern work to be displayed in the school responding to how they feel in certain parts of the school building and how particular colours effect their mood. Year 8 pupils create Surreal artwork response to their subconscious feelings, they use symbolism to reflect their feelings and emotions. Year 8 pupils create their own graffiti work signifying how they feel about current social concerns that effect their lives, e.g. racism, bullying, gang crime. Pupils regularly self-assess work artwork, evaluating how well they have used a certain technique or medium and how they feel their work and skills could be improved.</p> <p>Civics: During KS3 pupils are encouraged to reflect and discuss personal experiences that are related to topics: “Religion”, “SRE & Drugs”, “Mental Health and Well-being” and “Life Aspirations”. Discussions take place in a safe environment.</p>





	<p>Geography: Pupils regularly reflect on their own experiences that they have had around the world. Pupils are asked regularly have you visited somewhere like this and what was it like. Many pupils come from different places around the world and they often share stories about where they are from.</p> <p>Maths:</p> <ul style="list-style-type: none"> • Students considering the development of pattern in different cultures including work on tessellations such as using Rangoli designs or the use of religious symbols for symmetry. • Fibonacci pattern. • Coping with problems and puzzles, confidence in helping others and asking for support. <p>Students are continuously reflecting on their personal practice and respond to feedback (both written and verbal).</p> <p>Performing Arts: As part of learning students are required to reflect on their learning and progress continuously throughout the topic. This self-reflection allows students to be more open to the challenges the face within their learning and promotes independence and resilience.</p> <p>PE: Pupils are given the opportunity to act as coaches. They are able to observed one another and analyse each other’s performance through reflections and the use of the assessment criteria.</p> <p>Science: Students have to evaluate success in practical’s and redesign experimental technique to further accuracy and improvements.</p> <p>Spanish: We are constantly setting writing tasks where students are encourage to write about themselves and their opinions on different topics.</p>
<p>2. The moral development of pupils is shown by their:</p>	
<ul style="list-style-type: none"> ■ ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise 	<p>Art: In Year 9 whilst studying graffiti art in which they explore various social and political issues and together discuss the reasons for such issues being viewed as right or wrong. This includes homosexuality, global warming, racism, segregation, drug use and gang culture.</p>





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legal boundaries and, in so doing, respect the civil and criminal law of England

Civics: In Half Term 1 Year 7 pupils explore what it is to be a “Greatfields Citizen”. They discuss how a citizen within their community should behave and the difference between right and wrong. Pupils also learn about the online community – how we should behave towards one another online and the legal boundaries involving online activity.

In Half Term 1 Year 8 pupils are introduced to the role of the police within society, how they serve and protect our society, what criminal activity may look like, how to prevent and report criminal activity. They also explore Civil and criminal law.

In Year 9 pupils gain knowledge of propaganda and conspiracy theories and war and justice.

Geography: In Geography there is an expectation that they listen and respect each other’s point of view. In the curriculum we regularly have some geopolitics, looking at local and global laws in place that help us look after the environment. For example, we look at conservation of the rainforest. Year 7 learn about the melting of the ice caps in the cold environment topic. They have a four corners debate on what should be done about the melting ice caps. Including the legal framework.

Year 8 whilst learning about environmental concerns regularly have to give an opinion and look at who was to blame for certain environmental disasters.

History: Year 8 understanding that slavery is now illegal but there are many form of ‘informal slavery’ that still exist today. Year 9 look at the prejudice of Hitler and understand how that was seen unacceptable at the time and how we have learnt from those mistakes.

Pastoral: Students who receive behavioural mentoring are taught the difference between right and wrong and how to correct their actions. They are shown different strategies on how to control different types of behaviour and the way to correctly have a conversation with others. Students are able to reflect on their behaviour and how this could affect their wellbeing in the future.

Performing Arts: The Drama curriculum explores a diverse range of issues which allow students to





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	<p>recognise right from wrong, understand the consequences of their actions, decide how to deal with problems and investigate moral and ethical issues</p> <p>Spanish: In the topic of international and global dimension, students discuss environmental issues such as recycling, as well as campaigns and good causes.</p>
<p>■ understanding of the consequences of their behaviour and actions</p>	<p>Civics: Year 7 Half Term 1 – “How to be a Greatfields Citizen”, pupils review how their behaviour and actions affect others within the school society. Pupils learn how they can improve the community in which they live through recycling and joining voluntary organisations. Pupils are taught about how their actions online have consequences.</p> <p>In Half Term 3 pupils are introduced to SRE & Drugs - how their actions and behaviour in relation this affects their lives and the lives of those around them.</p> <p>In Year 9 pupils build upon prior learning to develop their understanding of SRE & drugs. They review the risks of drugs and gain knowledge of healthy relationships and alcohol and drinking. Pupils also study communication: body language, active listening and speaking from the heart. Furthermore, they learn about eating right and emotional well-being.</p> <p>English: we explore consequences and allow students to see other culture/religious pov - building on respecting differences. Students are constantly reflecting in their behaviour by comparing it to examples in literature and in depth explore the many opportunities to examine personal behaviour e.g. Friendship and responsibility in <i>OMAM</i> or breaking the rules and suitable punishment in <i>Coraline</i>.</p> <p>Geography: Whilst looking at climate change and global warming pupils are regularly asked what you could do to prevent this from getting worse.</p> <p>Maths: Within the classroom, we encourage respect, reward good behaviour. We value listening to others views and opinions on problem solving.</p> <p>We promote discussion about mathematical understanding and challenge assumptions, supporting students to question information and data that they are presented with.</p>





	<p>Pastoral: There are many strategies we use to action poor behaviour. This is an escalation system leading with detentions and can progress to a permanent exclusion. Restorative conversations are used by members of staff to explain to students why their behaviour is unacceptable. All students complete a reflection sheet which is revised by a member of staff who discusses the level of poor behaviour. Heads of Year also discuss the consequences of behaviour and actions with students who are persistently receiving detentions.</p> <p>Positive behaviour is rewarded to students through Positive Referrals. These are postcards which members of staff complete to congratulate students for numerous reasons, including behaviour and actions. These postcards are then given to the student to show their parents.</p> <p>PE: Pupils are taught the importance of fair play and sportsmanship within each lesson. They are taught how to play within the rules of the game.</p> <p>Science: In Earth and the Environment unit students are learning about how human behaviour affects climate change. Students are asked to reflect on their own lifestyles and how this impacts their carbon footprint. We also discuss the effects of diet and exercise on the human body.</p>
<ul style="list-style-type: none">■ 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.	<p>Art: As previously mentioned, in Year 9 whilst studying graffiti art pupils explore various social and political issues and together discuss the various viewpoints that exist in relation to such issues. This includes homosexuality, global warming, racism, segregation, drug use and gang culture.</p> <p>Civics: Half Term 4 - Year 8 pupils learn about Human Rights and global persecution. They develop their own viewpoints on these topics and learn to discuss and appreciate the viewpoints of others.</p> <p>In Year 9 pupils learn about extremism, faith and hate crime and religious attitudes to war.</p> <p>Geography: Debates happen regularly in class, for example, for or against Brexit in our topic about Britain, Should we exploit Antarctica in cold environments, is deforestation beneficial to local people</p>





	<p>or not, is globalisation good or bad. Pupils regularly offer their own opinions on environmental issues.</p> <p>History: Year 7 have looked at different reasons why people invade and one of these is for survival, thinking about if it is right or not. Year 8 slavery has looked at the moral argument used at the time and the realistic perspective of why slavery continued. Year 9 has looked at the consequences of not reinforcing decisions in the form of the policy of Appeasement.</p> <p>Performing Arts: Students express their own response to many sensitive topics and a wide range of opinions and emotions. In doing this, students expand their open-mindedness and can appreciate the work of different practitioners.</p> <p>Science: Students discuss in Y9 about human embryo usage for genetic testing and stem cells. We also discuss the different opinions scientists and politicians have about climate change.</p>
<p>3. The social development of pupils is shown by their:</p>	
<ul style="list-style-type: none"> ■ 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 	<p>Art: Seating plans in all classes support the development of social skills between pupils of differing backgrounds. Group work and pair work further support the development of these skills.</p> <p>Civics: In Year 9 pupils spend 2 half terms studying: body language, active listening, natural communication, commutating for different purposes and team building.</p> <p>English: Seating plans in all classes support the development of social skills between pupils of differing backgrounds. Group work and pair work further support the development of these skills.</p> <p>Geography: Regular group work in class, class debates on certain issues.</p> <p>History: Students sitting in a seating plan to help work with different people, but also people they get on well with. Nearly every lesson has pair or group discussion involved with it.</p> <p>Maths: Algebra promotes problem solving aspects not just in classroom but also in the real world, enabling students to develop their creative thinking, discussion and presenting well thought out and logical ideas. This</p>





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	<p>does not only build their social development but also cultural.</p> <p>Pastoral: Particular students take part in mentoring sessions surrounding behaviour and social development. Topics discussed are used to develop individuals within social situations which can be transferred into adulthood. Topics include: living and going to school within a multicultural society, why and how people are different, mutual respect and how to deal with difficult social situations. The elements of social media are also used to educate students on developing their social skills in a positive way.</p> <p>PE: The groups and pairings within the PE lessons support the development of social skills between pupils of differing backgrounds.</p> <p>Performing Arts: Students are placed in mixed ability and gender groups in every lesson. This ensures that students are learning to work collaboratively and co-operatively on practical tasks with a range of different personalities. In Year 7 students explore Shakespeare, Fairy tales and Pantomimes, Musicals, and basic drama skills.</p>
<ul style="list-style-type: none"> ■ 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 	<p>Art: Pupils attend art trips and events outside of the school setting, e.g. Tate Modern trip Year 7, V &A Day of the Dead Festival – Year 8, East London Graffiti Tour – Year 9, Open Estate Exhibition in Barking. Pupils assist in organising and hosting their own Art Exhibitions e.g. in collaboration with Studio 3 Arts (July 2017). Art Club have taken part in “Back the bid-Barking and Dagenham’s bid for London Borough of Culture”. Art Club have worked in association with Bouygues and LBBB to decorate the hoarding around construction work with imagery of famous women from the local community in celebration of the centenary year of Women’s suffrage. Year 9 pupils are working in association with Bouygues to decorate hoarding panels surrounding the school with their own graffiti style work in response to social and political events that resonate with them and the local community. All of KS3 take part in Barking and Dagenham’s INSPIRE festival to help raise awareness of the creative talent that exists in the borough; in doing so pupils experience working with children from other schools, both primary and secondary.</p>





Geography: fieldwork

Maths:

- In classrooms, we look for opportunities for pupils to use mini-whiteboards to promote self-esteem and build self-confidence.
- We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners.
- We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other.
- We seek out events and team maths challenges for increased pupil involvement.

PE: Pupils attend sport trips and events outside school such as the rugby festivals, football tournaments, and the Women's Cricket World Cup Final at Lords. Our pupils that attend these events come from different cultures and different backgrounds. Within the festivals and tournaments, our pupils have to interact and cooperate with pupils from other schools.

Science: STEM club visits to external venues such as Greenwich observatory and the Natural History Museum. We also have volunteers help look after wildlife that we use for experiments such as the Living Chick nurture programme.

Student Council

Sporting Extra-curricular Clubs e.g. netball, boxing, football, rugby, athletics, handball, rounders, basketball. Students are able to participate in competitions and matches within the majority of school sports.

School shows and performances. Choir/Dance/Drama.

London Youth games (Dance)

Dance training days.

Spanish: Students participate in a variety of activities in Spanish club, such as group games, Spanish choir, treasure hunts, karaoke and Spanish Christmas party.

Volunteers for School events e.g. Parents evening, lunch monitors.





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<ul style="list-style-type: none"> ■ 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. 	<p>Civics: “Parliament & Democracy”, Half Term 1 – Year 8 pupils are introduced to the British Parliamentary system, they learn about Democracy within Britain and also about MPs and the General Election. They also study “First aid: emergencies and injuries” and “Savings and Budgeting”, equipping them with necessary skills for life. In Half Term 4 Year 8 pupils learn about “Persecution and Suffering in Religion” – they discuss and reflect upon persecution and Human Rights and are given the opportunity to formulate their own views and opinions as to why people shouldn’t be persecuted because of their beliefs and how we can build a better society. In Year 7 pupils are introduced to the British Values and examine what this means for them.</p> <p>Both Year groups learn about different religions and are guided to develop an appreciation and respect for those with differing beliefs.</p> <p>English: Explore British authors and poets (as well as other cultures). The new specifications provide students with opportunities to engage with their identity and consider what it is to be ‘British’. Respect and tolerance of views and personal beliefs. Literature has been selected to allow ample opportunity to do this.</p> <p>EG: religious terrorism and the rise of migration from war torn countries.</p> <p>History: Pupils learn about: English Civil War, General world politics, Empire and government, Civil Rights and Slavery, protest and demonstrations.</p> <p>Performing Arts: Students have a responsibility to the rest of their group and must work collaboratively. Performing to an invited audience.</p> <p>School Council – Initial selection last year was done through democratic process. This year it was done on an interview basis and has shown a lot of success based off that.</p>
<p>4. The cultural development of pupils is shown by their:</p>	





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- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

Art: Year 7 pupils learn about the artwork of various artists such as: Sonia Delaunay, Paul Klee, Wassily Kandinsky, Roy Lichtenstein, Andy Warhol, Claes Oldenburg and Yayoi Kusama. They also learn about specific art movements such as Pop Art, abstract art and Gothic architecture. They reflect upon how such artists and movements influence creativity, design and society.

Year 8 pupils learn about the artwork of Cubist artists and Surrealists and research how these movements have influenced society and creative production. They also learn about Dia De Muerto and the significance of this to cultures around them.

Year 9 pupils learn about Aboriginal Art and how Aborigines used imagery and symbolism and a means of telling their stories, they review how Aborigines believe the world was created and examine the links between what our society believes today. This Year group, also learn about graffiti art and look at how different cultures use this form of street art as means of voice with which they can communicate the beliefs, worries and fears that exist in the our world.

Civics: Pupils learn about religions, including customs, practises and places pertaining to these religions; that have been developed by communities and passed on. In Half Term 4 Year 8 pupils study global persecution, looking at how certain communities and groups are persecuted for their beliefs and customs.

English: We explore a range of authors at KS3 to allow students to experience and value their own heritage whilst appreciating/gaining an insight into others.

Geography: Year 7 pupils have a topic all about Britain. Within this topic they discuss what it means to be British. They bring up the idea of multiculturalism. They also talk about immigration into the UK which allows pupils to reflect on their own immigration stories.

History: Learning the Civil Rights, First and Second World War, Conflict in Asia and The Crusades helps pupils understand how today's society has been shaped.

Maths: With the above students can explore different problem solving methods and communicate these





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	<p>logically with their peers. Examples include different types of multiplication such as the Chinese multiplication, Russian peasant method, grid method etc.</p> <p>Pastoral: Particular students take part in mentoring sessions surrounding cultural development. Topics discussed are used to develop knowledge surrounding cultural influences, both positive and negative and how decisions made now can affect their future. Topics include: living and going to school within a multicultural society, different forms of crime, gangs and the influence of social media.</p> <p>Performing Arts: Students to develop an appreciation of the arts drawn from a wide variety of traditions with a diversity of genres, forms and purposes. Pupils have an opportunity to explore aspects of their own culture and begin to recognise and appreciate difference. Through different topics/issues they study, the drama practitioners they explore.</p> <p>PE: Pupils are taught the importance of fair play and sportsmanship within each lesson. Pupils appreciate and understand how the PE kit is different for some cultures.</p> <p>Spanish: Year 8's have a theatre company come in for European languages day where they learn the famous story of Don Quixote de la Mancha, a very famous Spanish writer who had an influence on Shakespeare's work. We also highlight words which are similar in both languages and make it explicit that this is because they both derive from Latin.</p>
<ul style="list-style-type: none">■ 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	<p>Civics: Pupils learn about one another's' religions and beliefs.</p> <p>English: We use debates to consider the how modern Britain should be collaborative – this year we have explored Brexit as a means to understand how society is changing.</p> <p>Geography: Year 7 pupils have a topic all about Britain. Within this topic they discuss what it means to be British. They bring up the idea of multiculturalism. They also talk about immigration into the UK which allows pupils to reflect on their own immigration stories. We look at many different cultures around the world. Pupils are aware that these may be very different</p>





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	<p>to their way of life and they respect this. For Example we look at the Hualapai Tribe in America and tribes within the Amazon Rainforest.</p> <p>Performing Arts: Extracurricular clubs, performances and theatre visits aim to develop their cultural learning and participate in and explore different artistic and cultural opportunities. World dance, exploring different dance styles and cultures. Units cover a range of topics around liberty and respect including work on the language and ideas within topics such as: Human Rights speeches, cultural expectations and differences (poetry), attitudes to disability and social exclusion, gender and sexuality issues, relationships, attitudes to conflict and racial, cultural or religious issues.</p> <p>School Council: A wide range of cultures and genders is represented in School Council.</p> <p>Spanish: Students are constantly reminded about the importance of learning another language and simply understanding another culture. We play Spanish music in lessons, some of which have become popular in the UK. For European languages day, we have an assembly explaining the importance of languages for everyday life and how learning a different language can bring people together.</p>
<ul style="list-style-type: none"> ■ knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain 	<p>Civics: In Half Term 1 Year 8 pupils study the British Democracy and Parliamentary system and gain knowledge of General Elections and MPs.</p> <p>School Council: Understanding the importance of a democratic voice and its role in shaping school life.</p>
<ul style="list-style-type: none"> ■ willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities 	<p>Art: Pupils attend art trips and events outside of the school setting and take part in local and international art competitions e.g. Tate Modern trip Year 7, Year 8 Day of the dead trip to the V & A, Year 9s participation in the Saatchi Gallery’s “Start Programme”, Mayor of London’s 4th Plinth Competition, Open Estate Exhibition in Barking and Barking and Dagenham’s INSPIRE Festival. Pupils assisted in organising and hosting their own Art Exhibition in collaboration with</p>





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	<p>Studio 3 Arts (July 2017). A total of 28 pupils from Year 7, 8 and 9 currently attend Art Club each week. Art Club have taken part in “Back the bid- Barking and Dagenham’s bid for London Borough of Culture 2018” and have worked in association with Bouygues and LBBD to decorate the hoarding around construction work with imagery relevant to the Barking and Dagenham community. In addition pupils regularly take part in art competition within school, for example the Year 7 Christmas Card competition and the monthly photography competition run in association with the BBC’s “Your pictures”.</p> <p>Variety of sporting extra-curricular clubs:</p> <p>Dance</p> <p>Drama</p> <p>Spanish</p> <p>Music: Students are taught how to play guitar and piano by external coaches.</p> <p>PE: Pupils attend a variety of sporting extra-curricular clubs such as football, rugby, futsal, netball, rounders, athletics, boxing, and cricket. Pupils attend sport trips and events outside school such as the rugby festivals, football tournaments, and the Women’s Cricket World Cup Final at Lords. Our pupils that attend these events come from different cultures and different backgrounds. Within the festivals and tournaments, our pupils have to interact and cooperate with pupils from other schools.</p>
<p>■ 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-</p>	<p>Art: Pupils in Year 7 learn about Pop Art from America, Abstract artwork from across Europe and Gothic Architecture in France, Italy and parts of the UK. In Year 8 pupils learn about Cubist and Surreal art from across Europe and Day of the Dead symbols and traditions from Central and South America. They reflect upon the importance and cultural significance of such art and celebrate the creative diversity by drawing inspiration when producing their own artwork. In Year 9 pupils study Graffiti art from around the world and review how this art form is used as a platform of visual communication in relation to social and political issues. Year 9 pupils also learn about Aboriginal art and gain an appreciation of how this culture used art to tell their stories and beliefs.</p>





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economic groups in the local, national and global communities.

Civics: Pupils learn about differing religions and beliefs, in Year 8 Half Term there is a focus on learning about the practises of Eastern religions. They explore questions such as “Is there a God?”, “Why are religious symbols important to certain faiths?”, “What do people believe life after death is?” and “What are the conflicts between religion and science?”. Year 8 pupils study Human Rights and global persecution. Year 7 pupils review what makes healthy relationships – how we should treat one another in various social circumstances. In Year 9 pupils build on prior knowledge through further learning of religions in different cultures.

English: We have explored clothes from various cultures – students have brought in items from their own culture and allowed their peers to use them. This has allowed our students to feel pride in their own culture and build their confidence.

Literature: students have read world poetry and this has provided valuable insight into the cultural struggles of other societies and value the opportunities they have been given. Year 9 have explored the conflicts of war torn countries (poetry) and this has allowed them to understand the various types of migration and the mindset of child immigrants.

Maths: Allowing discussion on the cultural and historical roots of mathematics, such Pythagoras’ theorem.

Students discussing the use of mathematics in cultural symbols and patterns.

Performing Arts: Extracurricular clubs, performances and theatre visits aim to develop their cultural learning and participate in and explore different artistic and cultural opportunities.

Spanish: In Spanish, there is an emphasis on learning about Hispanic culture. This is developed through lessons and classroom displays, as well as extracurricular cooking club where we cook Hispanic meals. Students are constantly told about the importance of learning new languages. For European languages day, the Spanish department organised a form time quiz about European countries and languages as





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	well as inviting a theatre production to perform a well done Spanish story.
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