

Aspect of SMSC / British Values:	Description:	How this is developed at The Wensleydale School and Sixth Form:
SMSC: Spiritual development	<p>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 • 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. 	<p><u>In addition</u> to the opportunities for spiritual development which are mapped out by all subjects of the curriculum on the curriculum maps, the following whole-school opportunities are either available now or have been run within the last year:</p> <ul style="list-style-type: none"> • Our school maintains strong links with our local church St Matthews. In April 2015, following the tragic death of our Headteacher Mr Graham Parker, Reverend Lawton of St. Matthews played a central role in supporting our students and leading the memorial service. In the next academic year we aim to form even closer links with St. Matthews including taking our school to the church for our Christmas service. • GCSE Astronomy is available to all students in y10 and y11 as an enrichment activity. Students study the wonder of our solar system, our galaxy and the wider Universe. Students give up an hour every week to complete the course and have won national recognition for the observations they have made through the National Schools Observatory (NSO). http://www.wensleydale.n-yorks.sch.uk/News/ID/74/An-Astronomical-Achievement • In May 2016, nationally renowned speaker Lee Jackson visited the school to talk to y11, 12 and 13 students. He came into help our exam groups get into the right mindset before their final exams, speaking to them about motivation and positivity. https://www.youtube.com/watch?v=IUghUfeqPiw&feature=youtu.be
SMSC: Moral development	<p>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, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues. 	<p><u>In addition</u> to the opportunities for moral development which are mapped out by all subjects of the curriculum on the curriculum maps, the following whole-school opportunities are either available now or have been run within the last year:</p> <ul style="list-style-type: none"> • In autumn 2015, as part of the morning tutor programme, students took part in a debate about the European migrant crisis which had hit the news over the summer. Students worked for 6 weeks researching the issues, looking at different viewpoints and developing their own ideas for how the crisis could be resolved. The project ended with a debate in which the moral, political and economic issues were discussed and argued. • In the spring term 2016, the whole school took part in the 'impossible' project. This project, started by Lily Cole, involves all students making a pledge – something big / small that they will do, for free. Students created a school-wide spreadsheet that they could use to access peoples' pledges. The rationale behind the project was to teach the students that when we all come together as a school community we can achieve remarkable things. • This term will see the launch of our PiXL Edge programme which encourages students to volunteer and participate in activities and events in their local community including our school. The PiXL Edge programme provides accreditation for building a range of transferrable skills and attributes which will help our most vulnerable students play a full and active role in their local community.
SMSC: Social development	<p>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 	<p><u>In addition</u> to the opportunities for social development which are mapped out by all subjects of the curriculum on the curriculum maps, the following whole-school opportunities are either</p>

	<p>contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</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 • 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>available now or have been run within the last year:</p> <ul style="list-style-type: none"> • At The Wensleydale School and Sixth Form there are a wide range of extra-curricular activities which students can participate in. They include: <ul style="list-style-type: none"> ○ Debating society and the PiXL debating team ○ GCSE Astronomy ○ Cantabile and 'Mantabile' our school choir and our male choir http://www.wensleydale.n-yorks.sch.uk/News/ID/73/An-Evening-Of-Words-and-Music-For-Christmas ○ Modelling club ○ Drama club ○ Sports activities including; badminton, table tennis, football, hockey, climbing, cross-country, cricket and rugby. Our school teams compete widely around the county and nationally – last year, our school football team came 4th in the UK schools football tournament! http://www.wensleydale.n-yorks.sch.uk/News/ID/83/Badminton-Success • In March 2016, the school put on a production of the 'Addams Family' over a three night run. Over 50 students were involved in the production, supported by most of the staff. The production was highly professional and a huge success with all 3 nights sold out. • In June 2015 the school entered a y7 dance team in a British Gas Energy Performance competition. They won their regional heats and were awarded £25,000 of energy saving equipment for the school. http://www.wensleydale.n-yorks.sch.uk/News/ID/49/Year-7-Success-Story • The local town council of Leyburn as in the process of preparing a town plan. Our Headteacher and Deputy headteacher attend these meetings and we will shortly be inviting some of our student leaders to represent the school at the meetings. • Our school runs the Duke of Edinburgh Gold award for post-16 students, all of whom are invited to take part. Our commitment to the DofE Gold award is such that we even timetable the sessions into our standard curriculum.
<p>SMSC: Cultural development</p>	<p>The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • 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 • 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 	<p><u>In addition</u> to the opportunities for cultural development which are mapped out by all subjects of the curriculum on the curriculum maps, the following whole-school opportunities are either available now or have been run within the last year:</p> <ul style="list-style-type: none"> • The school runs a Biannual trip to the Amala children's home in India. The trip is run primarily for Post-16 students and is open for all students to apply. Over two weeks, our students work in the home, teaching students and immersing themselves in their culture. The trip is seen by the school as a whole school event with several assemblies before and after the trip and fundraising events. Close ties have been developed with the children's home over the many years that this trip has been running. • In March 2016, the whole school came together to raise money for the Sport Relief charity. This year, we decided to run a mock run / cycle to Bangladesh. The day began at 2a.m. when students and staff came into school to pedal, row and run their way to Bangladesh. All students took part in some way over the 24-hour period and when we added the combined miles together students had run the equivalent distance from UK to India! In the process, the students raised more than £1000 for the charity. • We have a long history of involvement in the international Comenius project. Last year, our

	<ul style="list-style-type: none"> • 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. 	<p>Post-16 students were involved with an exchange with a school in the Netherlands.</p>
<p>British Values: Democracy</p>	<ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence • enable students to distinguish right from wrong and to respect the civil and criminal law of England • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely • enable students to acquire a broad general knowledge of and respect for public institutions and services in England 	<ul style="list-style-type: none"> • In May 2015 the school held a referendum to coincide with the general election. The question asked of students was 'which flag should we fly outside our school; the flag of Yorkshire, the Union flag or the EU flag. 3 parties ran a campaign for 6 weeks which culminated in a whole school vote on the same day as the general election. • The student council is comprised of representatives for each form group who are elected by their peers. Any student is able to apply to join the student council. Representatives discuss items with their tutor groups and return the views back to the council for further discussion. The student panel is led by the Head Boy and Head Girl who are elected by the students. • At all interviews for new teaching or associate staff, a student panel is used. The student panel form their own interview questions and feedback their views which contribute towards the final decision. • Our school runs a successful debating club who meet weekly during their lunchtimes to debate a wide range of issues. This year we entered a team in a national formal debating competition who got through their regional heats and are now preparing to debate in the national finals at Eton. Whatever the result, the team are now already in the top 24 of all schools in the UK! http://www.wensleydale.n-yorks.sch.uk/Portals/0/Documents/Eton%20debate%20May%202016%202.pdf
<p>British Values: The rule of law</p>	<ul style="list-style-type: none"> • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures • encourage respect for other people, and • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. 	<ul style="list-style-type: none"> • The cornerstone of our behaviour policy in school are the '10 key behaviours' which are widely promoted around the school. When students fail to demonstrate these behaviours we use the consequences system or 'C System' which helps students to see what they are doing wrong and gives them the opportunity to correct their behaviour, before a consistent sanction is applied. • In every classroom, a list of non-negotiables for students <u>and</u> staff are clearly on display. • In July 2015, the whole school took part in a murder mystery and mock trial for a whole enrichment day. Students spent the morning gathering forensic evidence and interviewing suspects. In the afternoon, the whole school gathered for a crown court trial which was led entirely by the students. The student prosecution and defence teams performed magnificently and the defendant was even handcuffed and led away by a local police officer! http://www.wensleydale.n-yorks.sch.uk/News/ID/55/A-Murder-Mystery-at-The-Wensleydale-School-and-Sixth-Form
<p>British Values: Individual liberty</p>		<ul style="list-style-type: none"> • Our morning tutor programme centres around the citizenship programme of the national curriculum. One element which is running in the summer term 2016 is learning about the international convention of human rights. The whole school assembly programme supports

		<p>the citizenship focus with key assemblies delivering whole-school input, which is then developed by the form tutors. The tutor programme is always up-to-date, using current issues in the news as real life contexts for discussion.</p>
<p>British Values: Mutual respect and tolerance</p>		<ul style="list-style-type: none"> • Every year, the humanities team run a trip to a mosque in Bradford. The trip is always very popular and is open to all.