



At Murray Park School our spiritual, moral, social and cultural (SMSC) values permeate through the school's curriculum and enrichment programme, support the development of the 'whole child' and include the teaching and development of British Values. The school strives to build a community which encourages all of its members to develop a healthy respect for each other. In addition, Murray Park provides a happy, stimulating and caring environment where there are opportunities and there is stimuli/encouragement to develop each student to his/her potential.

Spiritual

	Experiencing fascination, awe and wonder:	Exploring the values and beliefs of others:	Understanding human feelings and emotions:	Using imagination and creativity in learning:
Students will display:	<p>A sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p><i>At Murray Park achievement and effort are celebrated by giving out rewards, sending 'Praise' cards, sending subject post cards home, certificates, prize draws and subject awards.</i></p> <p><i>'Meet an Olympian' provides opportunities to experience the life of an Olympic athlete and ask questions about their ongoing journey.</i></p> <p><i>In RS, students are encouraged to recognise the wonders and mysteries of the natural world which may lead</i></p>	<p>An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect and tolerance for different people's feelings, values, faiths and beliefs.</p> <p><i>Examples of this include the RS curriculum where a range of beliefs and values, both religious and secular, are covered.</i></p> <p><i>As part of the History curriculum students are encouraged to place themselves in the situation of others in the past and reflect on why certain choices may have been made and the beliefs which influence them.</i></p> <p><i>As part of the PSHEE there are multiple opportunities for students to discover, learn and develop an</i></p>	<p>A willingness to reflect on their experiences.</p> <p><i>Students often reflect upon their own learning in order to have ownership and understand where they are, where they need to be and how they do it. This is being developed through the PiXL edge project which is being rolled out across the year groups. During PHSE and RS lessons students regularly reflect upon their experiences by sharing examples and considering the impact of theirs and others actions upon themselves, individuals and the wider community. An example of this would be when reflecting how beliefs</i></p>	<p>Use of imagination and creativity in their learning</p> <p><i>Students are encouraged to think independently during lessons and are often challenged to present their learning in different ways.</i></p>

	<p><i>to questions about the existence of a divine creator.</i></p> <p><i>As part of their PSHEE students in all year groups are given the opportunity to interact with members of the public and outside agencies in the form of guest speakers, Theatre in Education groups etc. These opportunities allow students to explore and develop relationships.</i></p>	<p><i>understanding of tolerance towards people of minority groups. The curriculum covers topic areas such as homophobia, sexism, racism and through this students are able to develop respect for all.</i></p>	<p><i>can change overtime i.e. believing in the tooth fairy or father Christmas.</i></p>	
<p>School/staff will:</p>	<p>Encourage students to explore and develop what animates themselves and others, encouraging them to reflect and learn from reflection.</p> <p><i>Often during assembly time planned reflection time takes place. This is aimed at addressing the spiritual aspect of quiet reflection. Many curriculum areas have developed reflection time, for example in RS there is a question wall that stretches and challenges students to reflect more deeply.</i></p> <p><i>During Thought For The Week (TFTW) students are encouraged to reflect on the topic being investigated.</i></p> <p><i>The BBC news page is displayed in forms during registration to spark discussion and interest.</i></p>	<p>Give students the opportunity to explore and develop mutual respect for values and beliefs, including religious beliefs, and the way in which they affect peoples' lives.</p> <p><i>The school actively rewards students, valuing them and building their self – esteem. For example, reward points and post cards home.</i></p> <p><i>The English curriculum facilitates an awareness of moral and social issues through fiction. For example, An Inspector Calls.</i></p> <p><i>The PSHEE curriculum offers many opportunities for students to develop mutual respect. This is shown through interaction with outside agencies and through the use of topical film and documentaries.</i></p>	<p>Give students the opportunity to understand human feelings and emotions and the way they affect people.</p> <p><i>Activities are built into the PSHEEE and Tutor Programme which encourage students to explore different emotions and situations. Furthermore, throughout Anti-Bullying weeks all students in Year 7-11 have an assembly led by students and activities for tutor time which look at the impact of bullying and how it affects the lives of all involved.</i></p> <p><i>English enables students to understand and engage with the feelings and values embodied in high quality poetry, fiction and drama. In addition students are encouraged to understand how language changes over time, the influences on spoken</i></p>	<p>Promote teaching styles which value students' questions and gives them space for their own thoughts, ideas and concerns.</p> <p><i>An example of this is through the ECO projects lead by Miss Mitchell. Students helped staff with a school wide project to recycle plastic drinks bottles, and have also raised awareness of plastic pollution, recycling. In addition they have helped with a proposal for a re – cycling policy and are in discussion regarding its implementation – the ECO club will take responsibility for this.</i></p> <p><i>Students have been given opportunity across the key stages to experience trips to the theatre and have had theatrical companies perform in school to help them understand, discuss and debate issues in a considered way.</i></p> <p>Celtic Art example</p> <p><i>Learning about the Celtic People, their beliefs and how this is reflected in their art work, especially the mythical elements</i></p> <p><i>Learning about how the Celtic people communicate relationships between tribes, groups and families etc. through the design and symbols used in their Art work</i></p>

	<p><i>The use of the school council, for example, a vision statement created by them.</i></p> <p><i>An annual event at Murray Park is the visit by the Gideon's group to distribute their bibles to year 7</i></p>		<p><i>and written language and social attitudes to the use of language.</i></p> <p><i>Students also engage in emotional literacy through different genres.</i></p>	<p>Day of the Dead</p> <p><i>Learning about Mexican Day of the Dead celebrations and tradition and how this is reflected in their art work, festivals, costume and food</i></p> <p><i>Use of a wider range of media, materials and processes such as drawing, relief printing, painting, collage and 3D modelling to explore ideas creatively</i></p> <p><i>Discussing how the formal elements have been used in communication in religious, cultural and social visual art work for example the power of a simple line to create a symbol relating to a religion, or the use of colour to express feeling and emotion</i></p> <p>Music</p> <p><i>Learning about Pop Art and how this genre has been influenced by popular, contemporary culture.</i></p> <p><i>Understanding how colour, shape and pattern are used to reflect mood and feeling.</i></p> <p><i>Recognising how music influences different art forms.</i></p> <p><i>Learning about how to include images from their own life experience and society into their art work.</i></p> <p><i>Understanding how the images used in art work can reflect a person's interests, beliefs, feelings and experiences.</i></p>
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Moral			
	Investigating moral values and ethical issues:	Recognising right and wrong and applying it:	Understanding the consequences of actions:
Students will display:	<p>Interest in investigating, and offering reasoned views about, moral and ethical issues and the ability to understand and appreciate the viewpoints of others on these issues.</p> <p><i>An example is in Key Stage 3 French where students discuss a range of moral issues such as the French ban on wearing conspicuous religious symbols, such as headscarves crosses, skull caps and turbans, in public.</i></p> <p><i>In English, students will study certain literary texts e.g. at KS4 'Of Mice and Men' where there is a consideration of moral issues and dilemmas</i></p> <p><i>All Year 10 students take part in a 'Mock interview' event as part of their careers education. Invited guests include key community and organisation figures.</i></p> <p><i>In art the creation of Totem Poles has led to the discussions about why they American Indians are called Native Americans and not red Indians</i> <i>How the Europeans invaded America and how this effected Native American life and culture.</i></p> <p><i>The local police deliver a knife crime awareness assembly to key stage 3 to raise awareness of the issues of carrying a knife and the potential consequences.</i></p>	<p>An 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.</p> <p><i>At Murray Park School, behaviour expectations are linked to life outside of school where rules and laws also apply. This understanding of the importance of rules is consistently reinforced through assemblies, tutor time activities and our curriculum. Throughout the year we welcome visits from members of the wider community including police; fire service; health; politicians; local councillors and governors.</i></p> <p><i>PSHEE often poses questions of morality and right and wrong, linking this to the law. With specific references to rape, child sexual exploitation, sexting, underage sex and the use and misuse of drugs.</i></p>	<p>Understanding of the consequences of their behaviour and actions in accepting personal and social responsibility.</p> <p><i>At Murray Park School there are clear consequences for actions Ideally students should understand the value of rules and act upon them out of conviction rather than the fear of getting into trouble.</i></p> <p><i>At Murray Park School we use a framework to promote positive behaviour and celebrate achievements and learning opportunities through our Pride values:</i></p> <ul style="list-style-type: none"> ● Perseverance ● Respect ● Independence ● Dreams ● Excellence <p><i>We uses our 'Pride' Logo when discussing anything that is part of the wider world to make British/School Values explicit to all students. Our School Values are inextricably linked to British Values:</i></p> <p><i>We work closely with the local Police to support restorative sanctions. This reinforces students understanding of consequences of actions.</i></p> <p><i>At Murray Park we have links with Camps international and have completed a 4 week expedition to Peru in 2016 where students undertook projects to help local communities with such things as improving their sanitation and building a greenhouse for a widowed lady to help her become more self-sufficient. 2018 we are off to Borneo to do similar projects</i></p>

<p>School/staff will:</p>	<p>Give students opportunities across the curriculum to explore and develop moral concepts and British values – for example, personal rights and responsibilities, individual liberty, democracy, truth, justice, tolerance, equality of opportunity, right and wrong and mutual respect.</p> <p><i>At Murray Park School, the PE curriculum promotes the concept of “fair play”, following and developing rules, celebrating and rewarding success, accepting defeat and participating in activities that promote cooperation with others and inclusion for all. Half termly inter form competitions organised within the department take place where students are responsible for scoring and umpiring.</i></p> <p><i>Another example is the extent to which students are able to understand and respond to risk; for example risks associated with extremism and radicalisation.</i></p> <p><i>Students are provided with a number of opportunities to develop their knowledge and understanding of how to keep themselves safe and assess risk. A strong element of this is taught through the school’s PSHCE curriculum which has dedicated lessons addressing issues. Examples include: Y7 – Health and Wellbeing; Y8 – e-safety and relationships ; Y9 – sexual health; Y10 and 11 – Rights and Responsibilities, Power, Politics and the Media and Global Citizenship units of work address a wide range of issues, including extremism.</i></p> <p><i>Year 8 watch Kayleigh’s love story (made by Leicestershire police telling the story of a girl who</i></p>	<p>Develop an open, safe and democratic learning environment in which students can express their views and practise moral decision- making.</p> <p><i>At Murray Park School, discussions take place with students’ about their work. We have appointed Student Council members who complete a rolling programme of Quality Assurance on a range of aspects, including student views on learning and progress.</i></p> <p><i>The Year 10/11 Poetry anthology in English deals with sensitive issues such as conflict, war and terrorism. The teaching of this enables students to make crucial decisions about life.</i></p> <p><i>As part of the PSHEE programme of study, year 9 complete topics centred on British Values, Britain’s Place in the World and Human Rights where they are encouraged to express informed opinions about topical and ethical issues.</i></p> <p><i>Use of the internet is both supervised and filtered. In PHSE and ICT lessons take place around dangers of the internet and related issues; including ethical use of the internet.</i></p> <p><i>At Murray Park facilities are available for individual support, guidance and counselling. We have a designated trained counsellor and several support mentors.</i></p>	<p>Recognise and respect the codes and morals of the different cultures represented in the school and wider community. Encourage students to take personal responsibility for their actions; for example, respect for property, care of the environment, upholding the rule of law and developing appropriate codes of behaviour.</p> <p><i>An example of this at Murray Park School is the effectiveness of the school’s actions to prevent and tackle discriminatory and derogatory language – this includes homophobic and racist language, and language that is derogatory about disabled people. We have strong links with different charities and support the Holocaust Memorial Day annually.</i></p> <p><i>There are clear models of appropriate behaviour from staff, Senior Students, Student Council members, Peer Mentors, Language Leaders, Sports Leaders, Maths Mentors, Community Ambassadors and many more. This reinforces expectations both within and outside of timetabled lessons.</i></p> <p><i>Murray Park School offers opportunities for students to interact with staff in school, out of school and with external partners of the school in an appropriate and outstanding manner.</i></p> <p><i>Expectations are clear in policies and values. Opportunities for enrichment and community interaction are wide, varied and plentiful.</i></p> <p><i>We have themed assembly time covering moral issues, which is developed and reinforced during tutor activity.</i></p> <p><i>We have been utilising an Anti-Bullying focus to tackle the language that young people choose to use through activities in tutor time and within assemblies. We work closely with ‘Stonewall’ and ‘Show Racism the Red Card’ to introduce ways to tackle derogatory language. A particular focus for this year will continue around recognising when language is not being used in a positive manner.</i></p> <p><i>An example of student involvement is the effective use of the ‘student council’ who regularly debate and implement whole school issues and initiatives. E.g. the recently introduced Pride logo where they presented to and debated with Mr Featherstone to raise the profile of Pride logo.</i></p>
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	<p><i>was groomed on line before being murdered. This forms part of their PSHEE RSHE unit and parents are informed that this is happening so they can support the children with this situation.</i></p>		
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Social

	Developing personal qualities and using social skills:	Participating, cooperating and resolving conflict:	Understanding how communities and societies function:
Students will display:	<p>A use of a range of social skills in different contexts, for example working and socialising with other students from different religious, ethnic and socio-economic backgrounds.</p> <p><i>Students have embraced the INSPIRE values at Murray Park School through regular and enthusiastic engagement with the ‘Thank you Card’ Scheme.</i></p> <p><i>All year 8 do a mandatory e safety unit in ICT and PSHEE lessons which covers:</i></p> <ul style="list-style-type: none"> • <i>Cyberbullying</i> • <i>Digital footprint</i> • <i>Staying safe online</i> • <i>Appropriate use of social media</i> • <i>Recognising dangers on line and things you can do to protect yourself</i> • <i>Threats to data – phishing /virus/hacking</i> • <i>Copyright</i> • <i>Health and Safety</i> <p><i>As part of our commitment to community cohesion, we have many links with various organisations within our local area.</i></p>	<p>A 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> <p><i>There are many extra-curricular team sports in which students participate.</i></p> <p><i>In addition hours are available for Duke of Edinburgh students to volunteer.</i></p> <p><i>Students have the opportunity to perform at local events with other artists from the community.</i></p> <p><i>At Murray Park we have teams of sports leaders who go out to our local primary schools to help run their sports days.</i></p>	<p>An interest in and understanding of, the way communities and societies function at a variety of levels. An 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> <p><i>An understanding of British values and democracy underpins the very ethos of the PSHEE and Citizenship curriculum. A key outcome of this is to enable all students to develop the skills and knowledge to allow them to participate fully and contribute positively to life in modern Britain. Examples of topic areas include, managing finances and payday loans, careers education, our rights and responsibilities as citizens.</i></p> <p><i>In art lessons in year8 pupils in their creation of Totem Poles students spend time learning about what feelings and beliefs about relationships between tribes are being communicated through the Totem Pole designs</i></p>

<p>School/staff:</p>	<p>Foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish and exercise individual liberty.</p> <p><i>At Murray Park School, the Duke of Edinburgh Scheme and Volunteering programmes provide scope for individual choice.</i></p> <p><i>Focus weeks such as using manners, reinforced in assemblies and the tutor programme focus on valuing diversity and being an active participant in the wider school community. For example, Black History Month, LGBT</i></p> <p><i>The use of students in teams across the school. Student Council, Prefects, Duke of Edinburgh, Charity leaders, Sports Leaders, Community Ambassadors, Mentors and eco students</i></p> <p><i>Year 11 celebrate their time at Murray Park with a prom in a local hotel this is a great evening with students and staff enjoying an evening of glamour and glitz.</i></p> <p><i>We have been challenged by the British Heart foundation to teach 300 member of the Murray Park team to do be able to do basic mouth to mouth and resuscitation using the resus Annie we have been given. We have offered these for use by the local community to help train them too.</i></p>	<p>Encourage students to recognise and respect social differences and similarities help students to challenge, when necessary and in appropriate ways, the values of a group or wider community. Provide positive corporate experiences – for example, through assemblies, team activities, residential experience and school productions.</p> <p><i>Last year’s Year 11 saw students tackle such subjects as the American Civil Rights movement (MLK on the staffroom staircase), more Mendi and Mauri influenced pattern work, New Orleans Mardi Gras, Venetian masks, 1960s psychedelia (undertaken by an Islamic student who previously had no understanding of The Beatles, hippies, etc.) and Rudolf Nureyev defecting from Soviet Russia in 1961.</i></p>	<p>Provide opportunities for engaging in democratic processes and participating in community life by providing positive and effective links with the world of work and the wider community, through which students can exercise leadership and responsibility.</p> <p><i>Murray Park School promotes democratic processes through the selection of our School Council members. This fosters the concept of freedom of speech and group action to address needs and concerns on behalf of everyone in the school community.</i></p> <p><i>Several of our students represent Murray Park School as a part of Derby voices in action and one of our year 10 students stood for election as the Youth Mayor of Derby. All students voted in the election for the youth mayor</i></p> <p><i>We have Charity Ambassadors, Sports Leaders, and Prefects, Student Council members, who are positive and effective links. Those students exercise leadership and responsibility as part of these roles as well as nurture others.</i></p> <p><i>In addition, all students in KS4 follow the schools PiXL edge project’ programme. This includes specified lessons in PSHEE; This is a nationally recognised qualification. The development of students’ moral and social development is embedded within this curriculum: the ‘PSHEE’ programme scheme of work considers key moral and social issues and encourages students to engage in ‘active Citizenship’.</i></p> <p><i>In design technology Year 7 students complete a headphone wrap project where they design and make a headphone wrap based on Great British Culture which is thoroughly explored and understood.</i></p>
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Cultural

	Exploring, understanding and respecting diversity (national and global communities):	Participating in and responding to cultural activities:	Understanding and appreciating personal influences:
Students will display:	<p>Interest in exploring, understanding of, and mutual respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local community.</p> <p><i>2018 saw 41 students visiting Normandy practicing their language skills, bread making, visiting the Bayeux tapestry and paddling in the sea!</i></p> <p><i>Students are given opportunities to develop an understanding of mutual respect for cultural diversity throughout their PSHEE programme of study. This includes topics such as Human Rights.</i></p> <p><i>There is an annual trip to Warwick Castle for year 7 to experience life in a castle bringing to life the lessons of the class room.</i></p>	<p>A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.</p> <p><i>At Murray Park there is a community system with all students being in one of four houses within school Kestrel, Pegasus, Merlin and Griffon. We have regular community assemblies and students have opportunities to take part in completions ranging from quizzes to Jenga competitions along with the very popular sports day.</i></p>	<p>An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. An understanding and appreciation of the range of cultures within school and further afield as an essential element of their preparation for life in modern Britain. A knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p> <p><i>An example is of this is the profile of Holocaust Memorial Week where genocides from around the world are remembered.</i></p> <p><i>As part of British Values, students study in-depth the different cultures and traditions which have shaped modern day Britain as part of Year 9 PSHEE.</i></p> <p><i>Year 9 art topic of Body Decoration finds students learning about different artists and cultures specifically from different continents. Interpreting the work of different artists and cultures when developing their own ideas and art work.</i></p> <p><i>Participating in artistic activities which stretch their knowledge and skills.</i></p> <p><i>How tattoo art is a personal form of visual communication. What are the differences in tattoo art across different cultures?</i></p>

<p>School/staff will:</p>	<p>Provide opportunities for students to explore their own cultural assumptions and values whilst presenting authentic accounts of the attitudes, values and traditions of diverse cultures</p>	<p>Provide opportunities for students to participate in literature, drama, music, art, crafts and other cultural events and encouraging students to reflect on their significance. Develop partnerships with outside agencies and individuals to extend students cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges.</p> <p><i>Special certificates for participating and volunteering have been designed so that students can evidence their involvement in their online Record of Achievement folders.</i></p>	<p>Reinforce the school’s cultural values through displays, posters, exhibitions etc. Audit the quality and nature of opportunities for students to extend their cultural development across the curriculum</p> <p>Our values are articulated on our website and the school monitors around the building provide daily information on key activities and promote key messages which reflect our culture and values.</p> <p>Perseverance, Respect, Independence, Dreams, Excellence</p>
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