

SMSC @ Yavneh College



Yavneh  
College



An audit of the SMSC experiences and activities at Yavneh College, across departments and year groups.

Summer 2023

## Spiritual development

Through the curriculum, pupils develop:

An ability to be reflective about their own beliefs (religious or otherwise) and perspective on life

Knowledge of, and respect for, different people's faiths, feelings and values

A 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

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>Art</b>	<p>In all key stages - All students study a variety of artists from all background and religions.</p> <p>In year 8 a SOL about self portraits enables students to learn about themselves, their beliefs and backgrounds. This is developed further at KS4 and KS5, especially with a more in depth self portrait project in year 10.</p> <p>Year 7 look at holocaust memorial day and year 8 remembrance day.</p> <p>Regular use of imagination and creativity in learning throughout all key stages</p>
<b>Business</b>	<p>Business students work to build solutions to problems by working independently or in groups with specific topics in KS3 and KS4 learning.</p> <p>KS4 – Ethical Business principles and recruitment by looking at legislation to ensure fairness in selection.</p> <p>Students work on a number of projects encouraging creative thinking in building business plans.</p> <p>KS5 – Students look at the wider business environment throughout the course, students go into the local community to make them aware of how local businesses work.</p> <p>Work experience is worked into the KS5 course.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p><b>Design and Technology</b></p>	<p>Spiritual development is of extremely high importance in Design and Technology. The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn breeds self-confidence and belief in their abilities.</p> <p>The curriculum embeds, challenges, and appeals to the creative instincts that have driven humanity to discover, adapt and overcome. Within our schemes of work, we aim to develop these through KS3 and within KS4 but increasing in challenge but still referring to prior knowledge. Spiritual education in Design and Technology gives students the opportunity to exercise imagination, inspiration, intuition, and insight. Through creativity and risk taking, in analysing, designing, and manufacturing a range of products based on a given problem. It instils a sense of awe, wonder and mystery when studying the natural world or human achievement.</p> <p><b>Y7</b></p> <p>Students examine the consequences of poor judgement in the potentially hazardous environment of the workshop and develop their own set of guidelines to adhere to. This is revisited in all projects in later years to combine the avoidance of complacency and potential danger.</p> <p><b>Y8</b></p> <p>During year 8 students are given more choice within the projects to develop more independence. This choice includes its own artists and designers based on a theme and they also get a wider choice of materials.</p> <p><b>Y9:</b></p> <p>Students are taught to experiment and trust in their own judgements throughout their chosen design subject and students are given options of resources and equipment and the freedom to use varied materials together to improve their creative responses. Encouraging personal and individual responses to the specifications and art projects is vital for students to develop understanding.</p> <p><b>Y10/11:</b></p> <p>Pupils respond to briefs that focus on religious artefacts, researching faiths and cultures to influence practical outcomes. Students are encouraged to look at different users and create a sense of Empathy.</p> <p>NEAs in Year 11 will build on Ethical factors and consideration of ecological and social footprint, allowing students to use others' opinions, beliefs, and the work of others to develop further thinking to support and influence their design ideas.</p>

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<b>Drama</b>	<p>In Drama, this is shown through use of scripted work and performance.</p> <p>The playwrights chosen show different people's beliefs and religion and is a compulsory part of the GCSE specification.</p>
<b>Economics</b>	<p>Students look at global economics and how developing economies are trying to compete. Students look at how globalisation can help solve poverty across the works.</p>
<b>English</b>	<p>Our curriculum ensures diversity in religious and spiritual beliefs, to get pupils to reflect on their own spirituality whilst considering those of other faiths. We include texts which discuss different religions to Judaism, notably Christianity, to provide students with an understanding of how spirituality has and continues to influence people's lives. Within Shakespeare texts (all Key Stages), pupils will understand how Elizabethan England was governed with God at the top of the hierarchy, and look at the landscape of a God-fearing society, particularly the institution of marriage and the idea of religious punishment. The Crucible and Heroes look at different denominations of Christianity: Puritanism and Catholicism, respectively. Boy 87 includes characters of Islamic faith, and pupils are exposed to vocabulary relating to Islam. Different ways of worship are studied, and different spiritual beliefs about life decisions such as suicide, work-ethic and lying. See appendix.</p>
<b>Food Technology</b>	<p>Yr 7 Students are able to focus on religion through discussion of factors that affect food choice. This forms part of a year 7 home learning task</p> <p>KS4 – Students have to know the religious food rules and guidelines of all major world religions as part of the GCSE Food specification, they also need to show an awareness of Kashrut in relation to choosing and justifying dishes for the NEA element of the course</p>
<b>French</b>	<p>By studying two cultures, different from their own, pupils discover other cultures across the world. With the language, pupils also learn not just the vocabulary and the grammar, but also other ways to express themselves through idiomatic expressions for example. Pupils learn how religion affected the language. French for example has Arabic and Hebrew influences in its pronunciation and vocabulary.</p>

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<b>Geography</b>	<p>Year 7</p> <ul style="list-style-type: none"><li>- UK's population – migration, different cultures, where migrants are from over the years, how they have shaped UK culture</li></ul> <p>Year 8</p> <ul style="list-style-type: none"><li>-Living with volcanoes – beliefs of people with fatalist approach</li><li>-Learning about a range of countries and cultures</li></ul> <p>GCSE</p> <ul style="list-style-type: none"><li>-Migration/globalization – spread of culture</li></ul> <p>A LEVEL</p> <ul style="list-style-type: none"><li>-Trade blocs, understanding of migration to the UK and around the world</li><li>-Fatalist approach towards natural hazards</li></ul>

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History	<p><b>Year 7</b></p> <p>Monarchs of England – Catholic and Protestant beliefs</p> <p>British Empire – India and Africa, learning about different histories and values</p> <p><b>Year 8</b></p> <p>Civil Rights in America – learning about different histories and values</p> <p><b>GCSE</b></p> <p>Elizabethan England – Catholic and Protestant beliefs and creation of Church of England</p> <p><b>KS5</b></p> <p>South Africa, America, British Empire – learning about different values</p> <p><b>General</b></p> <p>Enjoyment and fascination through stories of events and individuals</p> <p>Imagination through putting self in shoes of historical characters</p> <p>Reflection through Next Step Task activities</p>

**Informal  
Jewish  
Education /  
Yahadut**

**Whole school: Yellow Candle Project** - Each school family receives a candle with the name of a Holocaust victim and they light it on the evening of Yom HaShoah. This encourages the pupils and their families to connect with important, recent Jewish History and heritage.

**Year 10 – Alan Senitt Upstanders Leadership Programme** - The Alan Senitt Upstanders Leadership programme brings together year 10 pupils from 4 different schools Yavneh College, Guru Nanak Sikh Academy, Watford Grammar School for Boys and JCoss to gain skills to enable them to make a difference within their local community. It brings the pupils together for seminars once a month where they take part in sessions about leadership skills and inclusivity, the course brings all the skills together that they learn in seminars to enable them to run a project to enhance their local community. This year the Yavneh College group are creating a recipe book for children with additional needs which is inclusive and easy to use.

**Year 9 – YCIT** - An 18 day trip which gives pupils a unique opportunity not only to discover and learn about the ancient and contemporary sites of the country, but to experience Israel from an Israeli's perspective by spending time with locals and participating in work and development projects. Pupils are able to put into context many of the places they visit, because they have been learning about them in Tenach and Jewish History lessons since starting at Yavneh. This tour brings academic Judaism to life in an enjoyable and life changing way.

**Year 12 – Poland Trip** - The Yavneh College Poland Trip gives our students a unique opportunity to learn about European Judaism of the Middle Ages as well as seeing first hand some of the sites where a third of World-Jewry was destroyed.

**Year 7, 8 and 13 – Shabbatonim** - The Shabbatonim provide a weekend away, the opportunity for pupils to develop friendships and to have a great deal of fun whilst experiencing a Shabbat in an authentic atmosphere.

Each year group focus on a specific theme at their Shabbaton

Year 7 – Unity.

Year 8 – Kindness.

Year 13 – The future.

Pupils take part in a variety of activities throughout the weekend including special Shabbat prayers, sessions focusing on the theme of the weekend, singing Shabbat songs, socialising with friends and youth leaders and a fun activity when Shabbat finishes. These activities have included roller skating, laser mission and Jump In.

**Whole school – Lunch and Learn** - A weekly lunchtime programme where Bnei Akiva youth leaders, the Shinshinim (Israeli volunteers) as well as IJE staff and local Rabbonim learn with pupils in small groups about various Jewish topics.

**Year 7 & 8 – The Friday Project** – Pupils answer questions about the Parsha (weekly Torah portion) and correct answers receive a raffle ticket for the weekly Friday Project raffle.

**Whole school: Sukkot celebrations** – All pupils have a lesson in the Sukkah during Sukkot where they fulfil the Mitzvah of eating in a Sukkah, using Arba Minim (the 4 species) and learn about the festival. At lunch pupils eat in the Sukkah to fulfil the Mitzvah and they take part in enjoyable activities such as live music, creating edible Sukkahs, games and puzzles.

**Be Real for Rosh Hashana** - In the lead up to Rosh Hashana (the Jewish New Year) pupils had an opportunity to focus on positive behaviour and we encouraged acts of kindness with a focus on the Yavneh Way.

At the beginning of a chosen lesson each day for a week, staff put up a PowerPoint slide with the BeReal logo and the act of kindness they will be looking for. Pupils who demonstrated positive behaviour by using the BeReal for Rosh Hashana were rewarded in positive House points.

BeReal examples included: be kind to someone during a lesson, being courteous to staff and using positive and polite speech.

**Am Echad** – Charity events run by pupils for pupils to raise money for our 3 school charities. Each year the pupils vote for one UK Jewish charity, one UK non-Jewish charity and one Israeli charity. This year our school charities are Gratitude, Lev LaLev and JBCS. Events have included tuck shops, football matches, own clothes day.

**Mitzvah Week** - Hands on activities which provide non-financial support for our 3 school charities. The aim is for pupils to contribute to the community by just giving time.

Projects included:-

90 Chanukah Cards for Jewish Bereavement Counselling Service (JBCS) volunteers that give of their time, thanking them for all they do

150 Chanukah Bunting messages for the Lev Lalev Girls Orphanage & Children's Home

150 Gifts wrapped for US Chesed to give to asylum seekers, children who have been affected by domestic abuse and other families in need for Chanukah and Christmas.

240 Christmas decorations for Gratitude & Borehamwood Multi-Purpose Day Service on Aycliffe Road (For adults with learning disabilities and older people)

300 Bookmarks for JBCS users & Chanukah cards for the volunteers that give of their time

300 toiletry packages for NHS nurses

500 flower bulbs planted for local communities

= 1730 Mitzvah Week Mitzvot!

**Etgar Israel – Year 9 Competition** – Etgar Israel aims to provide pupils with a foundational knowledge of the history, politics and culture of the State of Israel. Yavneh College pupils competed at Etgar Israel on Yom Haatzmaut against over 100 students in an interschool quiz.

**Chanukah – Whole School** - To celebrate festival of Chanukah we have a charity Chanukah fair for KS3, all pupils take part in inflatable activities, daily candle lighting services take place at which local Rabbis address pupils and pupils receive Chanukah gifts.

**The Together Plan - Making History Together** - is an exciting and unique, innovative and interactive programme. It provides a safe and age-appropriate introduction to the Holocaust, a journey to the past to build a better future, discover the story of the Jews of Belarus, one which many people have never come across, a chance for pupils to become changemakers and contributing to a ground breaking exhibition, giving the past a presence.

We were fortunate to be the first school to host the Making History Together exhibition in our LRC in the run up to HMD which all pupils & parents had an opportunity to visit.

We wanted pupils to consider how ordinary people, such as ourselves, can perhaps play a bigger part than we might imagine in challenging prejudice. During form time all pupils had an opportunity to discover history together, with a focus on Anna Machiz. Once pupils learnt about her, they wrote letters to Leonid Tsyrenkiy, her nephew which were gratefully received in Belarus.

**Tu B'Shevat**- Tu B'Shevat is Jewish festival which focusses on nature and the environment. All pupils receive a free fruit pack to promote healthy eating and to celebrate the festival. Year 7 pupils take part in a Tu B'Shevat Seder at which they learn about their responsibility to the environment and this is linked to Jewish sources.

**Purim – Whole School** - A fun day to celebrate the Jewish festival of Purim. Pupils and staff wear fancy dress and take part in a variety of sessions linked to the day. Educational sessions include a Megillah reading, learning about the festival, a Purim Seudah (festive meal). Activities have included inflatables, quizzes, musical Bingo, Gaming.

**Shalva Marathon** – A group of sixth form students joined charity Shalva at the Jerusalem Marathon. They fundraised in advance and ran the marathon. They spent the weekend with a diverse group of runners who travelled from all over the world to participate.

**Yom Hashoah** - All pupils start this solemn day with a ceremony led by students who have been on the Poland Trip. Pupils spend lesson time during the day learning about the Holocaust. Holocaust survivors have spoken to pupils and pupils participate in our Memories programme where they focus on one specific person who perished in the Holocaust.

**Yom Hazikaron** - All pupils take part in a memorial service at the beginning of the day led by pupils and Israeli staff. Pupils took part in a Memory Run in which they ran in memory of a fallen Israeli soldier or victim of terror.

**Yom Ha'atzmaut** - A day of celebration for Israeli Independence Day which includes a whole school assembly with prayer and an Israel Fair to celebrate.

**Project Smile** – Year 7 – 11 - This is a volunteering enrichment in which we work closely with local charities Gratitude and Comfort Cases. The enrichment gives pupils the opportunity to take part in a variety of volunteering focussing on the feelings of others. Volunteering has included:-

Purim parcels packing

Easter Card making

Ramadan gift packing

Homeless blanket making – Cutting material which would then be sent off to make blankets for the homeless and those in need

Mothers day cards / gift packaging

King Charles bookmarks and posters

Fathers day card making / gift packaging

Packing hygiene kits

Packing backpacks to give to children in foster care.

**Turkey and Syria Emergency Appeal** - The Yavneh Schools ran an emergency fundraising appeal to raise essential funds for the victims of the Turkey and Syria earthquake. Yavneh College Sixth form students reached out to the school asking for help in raising money for the charity, IsraAID, who were deploying emergency response teams to send into Turkey and Syria after the tragic earthquakes that have destroyed the homes of many and taken thousands of lives. The Sixth formers, alongside

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	<p>the schools IJE department, the Year 6 Tzedakah Tzevet and volunteers have managed to raise £4066.03 by selling tuck, a bake sale and pupil and parent donations.</p> <p><b>Tzedakah Box Challenge</b> - As part of being on the Am Echad charity committee, pupils are encouraged to be ambassadors out of school, representing the school, our school motto of 'A world built on kindness' and our 3 school charities. Each term the committee are set a challenge of who can raise the most money out of school. Challenges have included out of school bake sales, hair cuts, sponsored walks, Monopoly board challenge where each place on the Monopoly board was visited, sponsored runs and making &amp; selling bracelets. It gives our pupils a sense of ownership &amp; that they have achieved helping to reach the yearly goal of £15,000 for charity.</p> <p><b>Jack Levene Olam Chessed Yibaneh Award</b> – Year 13 – The award recognises achievements in volunteering from throughout the chosen students time in school which culminate in the 6<sup>th</sup> form. We have so many students who make us proud with their impressive volunteering from year 7 through to year 13 and the prize will enable the recipient to donate money to a charity of their choice who they have volunteered for or helped.</p> <p><b>YCLP – Yavneh College London Programme</b> - A 2.5 week programme at the end of year 9 in which pupils take part in a variety of programmes to learn about British culture, geography and society, strengthen friendships and focus on their identity. Programmes, team building activities, volunteering for local charities, Havdalah candle making and challah baking.</p>
Ivrit	Linking vocab from biblical Hebrew and prayer to Modern Hebrew

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<b>Jewish Studies</b>	<p>Year 7,8 &amp; 9: Pupils study the Tanach being the direct word of G-d according to Jewish belief, means that its study carries immense spiritual significance for pupils.</p> <p>Year 10: Pupils reflect on their own levels of belief in a deity, the Nature of G-d and the belief that G-d intervenes in the world today following the iGCSE Unit.</p> <p>Year 12: The development in Judaism as part of the A Level encourages students to reflect on their own beliefs through learning about the fundamental principles and practices of Judaism</p> <p>BMT Pupils: All pupils on the Beit Midrash programme participate in a day off timetable studying Jewish Texts. The day provides an excellent opportunity for pupils to learn and reflect on their religious beliefs.</p> <p>All pupils: All pupils Daven (pray) Mincha (afternoon services) on Mondays – Thursday for 15 minutes. This provides pupils with the opportunity to reflect on their religious practice or, at the very least, be respectful of other members of the school community's desire to pray.</p>
<b>Maths</b>	Display wall in the Maths block with Mathematicians from different countries and faiths.
<b>Music</b>	At KS3 students study different styles of music and composers from all over the world. The KS4 GCSE Music course introduces students to different styles and opens their minds to different styles of music from around the world.

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<p><b>PE</b></p>	<p>In PE pupils are able to come up with creative solutions to problems when working independently or in groups with specific topics in KS3 and KS4 learning.</p> <p>Year 7 – Social skills,</p> <p>Year 8 – Outdoor Adventurous Activities</p> <p>Year 9 – Leadership</p> <p>CORE PE – Design their own curriculum-based engagement and inclusiveness</p> <p>GCSE PE – Pupils reflect upon strengths and weaknesses and develop improvement plans</p> <p>BTEC Sport – Has specific leadership components where pupils lead each other in design sessions</p> <p>At all stages of the learning journey pupils have plenty of opportunities to peer and self-reflect on performances and come up with strategies to improve</p> <p>Pupils take part in a range of extra-curricular opportunities in a range of positions e.g. Performers, Leader, Official</p>

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<p><b>PSHE (Key Stage 3)</b></p>	<p><u>Year 7</u></p> <p>In Year 7, students explore the wider world and citizenship, focusing on future aspirations. Through these discussions, students are prompted to reflect on their own values, interests, and strengths, allowing them to develop a sense of purpose. They begin to identify their passions and potential life paths, which is a crucial part of their spiritual growth. This exploration of personal goals and purpose serves as inspiration for students to lead purpose-driven lives, aligning their actions with their aspirations.</p> <p><u>Year 8</u></p> <p>During the second term Year 8 pupils start their option preparation, and look at choosing their options for GCSEs, which allows pupils to reflect on their previous learning, interests in school and out of school and what they need to do in order to meet their future aspirations. Year 8 pupils are also given many opportunities to reflect on their own beliefs and values through discussions on each topic raised.</p>

**PSHE (Key Stage 4)**

Year 9:

During the first term we look at wider-World & Citizenship -Future aspirations. Developing a sense of purpose: By discussing future aspirations, students are encouraged to reflect on their own values, interests, and strengths. They begin to identify their passions and potential life paths, which is a fundamental aspect of spiritual development. This exploration of personal goals and purpose can inspire students to lead purpose-driven lives, aligning their actions. They are able to get a sense of enjoyment and fascination in learning about themselves which helps empowers students to understand their rights, responsibilities, and the impact they can have on society. Engaging in discussions and activities related to social justice, human rights, and environmental issues can ignite a sense of moral and ethical responsibility. This process encourages students to consider the well-being of others

Moreover we teach during this topic we teach about the changing faces and roles of women in the British Army and the experience of Black British service people in the First World War. These create great discussion points and helps them reflect on the life people used to live.

Year 10:

Focus on racism in UK politics and the laws involved in it. Looking at LGBTQ+ and different genders and respect for others viewpoints. Pupils are reflective of their own beliefs and respect others. Pupils are encouraged to have opinions and reflect on their own experiences.

Year 11

Spiritual development in Year 11 PSHE delves into the exploration of an individual's inner self, values, beliefs, and their place in the world. It encourages students to reflect on their experiences, emotions, and aspirations, fostering a deeper understanding of their own spirituality of life.

The curriculum provides a safe and inclusive space for students to contemplate the bigger questions surrounding purpose and meaning. It encourages them to engage in self-reflection, empathy, and appreciation of diverse spiritual and religious traditions. By exploring different perspectives and understanding the importance of tolerance, students learn to navigate the complexities of a pluralistic society with themes based around relationships, gender and homophobia.

Through various interactive activities, discussions, and reflective exercises, Year 11 students are encouraged to ponder questions. They learn to consider their values, beliefs, and the ethical implications of their actions, promoting a sense of personal responsibility and empathy towards others.

Furthermore, spiritual development in Year 11 PSHE nurtures the well-being and resilience of students. It helps them to develop strategies for coping with challenges, stress, and adversity, by drawing upon their spiritual beliefs and practices.

PSHE (Key Stage 5)

**Year 12**

**Transition:** At the beginning of Year 12, during formal PSHE lessons, students focus on the transition from KS4. They are given the opportunity to explore their own inner beliefs about themselves and others and are challenged to critically examine their negative thought patterns about themselves and others. Knowing themselves better forms the basis of their spiritual development as they progress through KS5. This gives students the tools to fight their own negative thoughts and builds both resilience and perseverance.

**Future Goals and Pathways:** When students examine their future goals and pathways, they examine their own underlying perspectives on future aspirations. They learn how to assess strengths, interests, values, and skills in order to set realistic, aspirational goals. We encourage students to explore their values in terms of later role in society. This is further enhanced in their work in Yahadut and the "Give Back" Programme, *Promoting the importance of being decent, socially responsible members of the community.*

**Relationships:** Year 12 go onto learn about relationships including sexual harassment and consent. A significant topic in the relationship's unit is about "healthy" arguments which promotes students understanding of other peoples' perspectives and focuses on conflict resolution, a topic revisited in the workplace unit. Students are actively taught how to communicate their personal values in different types of relationships. In learning about harassment, students look at real case studies from different genders and cultures, thereby building their spiritual development. Students are given challenging scenarios and asked to identify their responses, with discussions centered on being an Upstander and recognising unconscious bias. This ties in with the work done on the five protected characteristics and challenging internal bias. Lessons are designed to teach Year 12 students to challenge gender stereotypes and to be an advocate for respect.

**Diversity and inclusion:** Students build on their understanding of respect and relationships by exploring living in a diverse society. In this unit they look more closely at prejudice and discrimination and in particular they look at recognising micro-aggressions with a focus on challenging prejudice and discrimination, including online. Students build on their previous understanding of the protected characteristics and learn more about the Equality Act of 2010. They learn about rights, roles and responsibilities in a diverse society and how to respect and advocate for them and they look at ways to celebrate diversity and promote inclusion in their own community. Students analyse the ways faith or cultural views can influence relationships, and how to challenge faith values if appropriate. Students explore the topic of extremism and radicalisation,

**The World of Work:** In term 3, students begin to consolidate their choices re post 18 and PSHE focusses on the world of work. In this unit they examine professional behaviours and reflect on how values drive professional behaviour.

**Year 13**

**Mental Health and Wellbeing:** Within this unit of work students look at mental health through the lens of men's mental health, thereby breaking down unhelpful gender assumptions. Students explore the role of media on mental health and evaluate

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	<p>the impact of media, especially in relation to body image. Students reflect on their own experiences and reactions to social media. Students examine and discuss data around the different genders seeking help for eating disorders and discuss statistical data for mental health for people in the LGBTQ community. Students also look at mental health and neurodiversity. A range of resources are used in this unit, including songs, literature and documentaries and resources are chosen to reflect the diverse nature of society. When examining unhelpful coping strategies and physical health, students take part in a series of reflective activities which challenge them to respond to situations which challenge their own beliefs and values. Case studies and scenarios reflect the decisions students might face Post 18.</p> <p><b><u>Respect, Responsibility and Relationships in the Wider World</u></b></p> <p>Students analyse and respond to discrimination and build on learning in Year 12, exploring ways to promote inclusion and safely challenge prejudice and discrimination in the future. All the resources in this unit are taken from current news articles, documentaries and research. Students take an unconscious bias quiz and spend time analysing their own bias. They look at the work of government departments and businesses who are building diversity and inclusion into their workplace, including how the Equality Act is put into practice in schools, universities and workplaces. They further analyse the role of the media and media companies in promoting hate and protecting against hate, including online laws. They further explore the veracity of news in the media and how misrepresentation can lead to a biased narrative.</p> <p><b><u>Weekly Political Debates</u></b></p> <p>Year 12 and 13 take part in weekly political debates called “The Big Talk” which center on events in the news, fostering a culture of discussion and giving students the opportunity to explore and identify their own values and beliefs. The events and articles are chosen to reflect different people’s faiths, feelings and values.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>Science- Biology</b>	<p>Y7 – Reproduction: A look at how life begins and how our bodies are changing.</p> <p>Y8, 9&amp;11 – Ecosystems / human impact: study the natural world around them inc. discussion/research on greenhouse gases, global warming, how people’s beliefs affects their decisions re: protecting the planet</p> <p>Y10 – Vaccines: Look at how people's beliefs can be influenced by others and how science is needed to sometimes demonstrate fact over people's opinions.</p> <p>Y9-11 – Transplants: Heart, pancreas, kidney transplants and alternative treatments covers spiritual, moral and social implications</p> <p>Y11 – Contraception and infertility: How different forms of contraception work and how individual beliefs may affect their choice of method. Focus on the ethics behind IVF and use informed decisions on peoples’ life situations to decide / debate which couples should be given the limited availability of IVF.</p> <p>Y11 – Genetic engineering and cloning: Use understanding of cloning techniques to evaluate whether embryo cloning should be allowed and to what level. Often carried out in debate form although some groups will complete extra research around the topic.</p>
<b>Science- Chemistry</b>	<p>Y7 – Chemical reactions: the implications of burning fuels and the use of neutralization reactions to combat the effects of acid rain. Human impact on the planet.</p> <p>Y8 – Separation techniques: real world applications – using technology for good e.g. filtering water to make it safe to drink</p> <p>Y9 - History of the atom and development of the periodic table – how views and beliefs change over time based on scientific discovery and evidence</p> <p>Chemistry of the atmosphere: The history and evolution of our atmosphere, human impact of greenhouse gases, pollutants and global warming.</p>

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<b>Science - Physics</b>	<p>Y7 – Learning about how their bodies hear and see, comparing other peoples perspectives on hearing and seeing. Learning about their place in the universe and how the earth moves to provide day/night/seasons/years. How this differs across different religions and beliefs</p> <p>Y11 – Big Bang Theory, creation of the universe, how elements came to exist and the link to different beliefs across the world.</p>
<b>Sociology</b>	<p>The focus of Sociology is thinking about various aspects of human society and the social institutions that make up society. Students are encouraged to debate the various aspects of contemporary society, considering all viewpoints. At Yavneh we study the Sociology of ‘Beliefs’ and look at how beliefs can impact on social change or stability. This is done by studying the features of church organisations, denomination, cult and sects across cultures, Creating questionnaires to investigate the impact of beliefs and ideology on the individual, exploring and debating the impact of globalisation of belief systems and assessing the extent and growth of secularisation and its link to fundamentalism. We discuss a range of religions most lessons. Respect is encouraged and different value systems are looked at (e.g. Hindu Caste system). We also develop students’ perspective on life e.g. there are a range of family types (be respectful e.g. when discussing New Right view on single parents, the unemployed etc.)</p>
<b>Spanish</b>	<p>By studying two cultures, different from their own, pupils discover other cultures across the world. With the language, pupils also learn not just the vocabulary and the grammar, but also other ways to express themselves through idiomatic expressions for example. Pupils learn how religion affected the language. Spanish for example has Arabic and Hebrew influences in its pronunciation and vocabulary. Pupils also learn in Spanish the reason why in 1492 Jewish people had to leave Spain overnight for religious and political reasons</p>
<b>Psychology</b>	<p>Assessing ethno-centric bias in research and how Western societies view their behaviours as being ‘the norm’ and anything deviating from that as abnormal. Alongside this, students explore gender bias in psychological research and the impact of the androcentric view of psychology – how it is used to both perpetuate and break down gender stereotypes. Throughout the course, students have the opportunity to learn more about themselves through various self-report questionnaires e.g. their Locus of Control, Fascism Scale, Night owl/Early bird body rhythms, Eysenck’s Personality Questionnaire and the Celebrity Attitude Scale, all of which require the student to reflect on their own behaviours.</p>

## Moral development

Through the curriculum, pupils develop:

An ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England

An understanding of the consequences of their behaviour and actions

An interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues

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<b>Art</b>	Students look at and research artists who discuss and portray different moral issues in their work, especially in KS4 and KS5
<b>Business</b>	Students study the ethics of business and through a number of units look at the legal system and how the courts work. This then helps with the work completed in other units and how business must abide by legislation.

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p><b>Design and Technology</b></p>	<p>In Design and Technology, we look to develop a sense of 'moral conscience' in our students, through focusing upon the moral dilemmas raised in designing and making new products. We teach students to understand the wider impacts on the environment when designing and making new products and expect them to carefully consider the materials &amp; components they will use and include sustainability as a major focus in all areas. In Design and Technology moral education gives students an awareness of the moral dilemmas created by technologic advances, for example, the effect advanced manufacturing automation has had on employment and how globalisation has caused poverty and inequality in eastern Asia. It encourages students to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates students to become responsible consumers. Links to Jewish philosophy are also included that help to create cross curriculum links such as links to the environment and designing for Tikun Olam. Students also have the opportunity to explore the role of colour and form has on gender in today's society evaluating old and new products to see how they have formed over time meaning these will influence their designs in the projects being carried out.</p> <p><b>Year 7/8</b></p> <p>Throughout the course students are encouraged to look at work that will often pose a moral question. The student's outcomes are supported with a rationale or a meaning that will often convey a message, for example will keeping safe in the workshop mean quality is affected, this teaches students the risks that pose with poor behaviour in the workshop but also teaching how their designs quality and outcomes could be affected. Students look at the work of others and design movements that look at the moral issues around Graffiti but still appreciating is part of design.</p> <p><b>Year 9,10,11</b></p> <p>At KS4 our Projects challenge students as pupils are faced with moral decisions throughout the design process. This includes selecting materials and ways of manufacturing, identifying and meeting the needs of others, sustainability &amp; environmental impact. They must also begin to understand the impact of modern technologies and how these can often be employed to solve existing problems but sometimes also create their own moral dilemmas. The 6 Rs are routinely discussed and referred to throughout the design &amp; make process. Within the classroom and the wider community, the pupils are expected to show respect to others and take responsibility for their own actions and of those around them, taking into consideration the consequences.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>Drama</b>	<p>Year 8 – Pupils research into drama practitioner, Bertolt Brecht who uses his performances to send a message. They then choose a moral to base their assessment pieces on.</p> <p>Year 9 - Pupils research various real-life events that have impacted those close to them and also on a larger scale. They then create a performance through Verbatim Theatre to reflect on the interviews given.</p>
<b>Economics</b>	<p>Students study how governments intervene in markets and how regulation works in the UK to ensure fairness in markets.</p> <p>Students also look at how minimum wage legislation impacts firms. Students also look at how trade union power impacts individuals and what the government have done to trade unions over the last five decades.</p>
<b>English</b>	<p>We provide a challenging curriculum with all texts studied. Critiquing moral decisions of characters is at the forefront of much of our texts. From Ghost Boys in Year 7 where racial prejudice of a US police officer is studied, to Macbeth in Year 10 where arguably the most immoral crime of regicide drives the plot of the play, pupils are constantly encouraged to question the morality of characters. Pupils will encounter both illegal and immoral decisions, and emphasis is placed on analysing if indeed the legal distinction between the two makes a difference on how immoral actions may impact people. Students will understand the mental, social and physical consequences of immoral choices, and evaluate in Macbeth for example, how intrinsic punishments of guilt on the conscience may be as severe as legal punishments. Essay writing and spoken language enables pupils to give their own critical readings on the choices characters make. Pupils will evaluate these alongside current affairs in the world around them to see where immorality continues to impact the world.</p> <p><b><u>See Appendix</u></b></p>
<b>Food Technology</b>	<p>Year 7 – students focus on ethical food choices as part of the factors that affect food choice lesson and home learning task, including vegetarian/vegan diets</p> <p>Year 8 – Students learn about fair trade and food miles as part of their world food project</p> <p>KS4 – Food choice and food provenance are two units of the GCSE specification covered throughout the course. This includes animal welfare in food production, diets for specific groups, sustainability in food, fair trade, food miles, genetic modification, organic and intensive farming.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>French</b>	By learning Listening and Speaking skills pupils learn to be respectful towards each other, as they have to listen to their peers. In Ivrit, Spanish and French pupils learn the topic about living a healthy lifestyle in KS4.
<b>Geography</b>	<p>Year 7</p> <ul style="list-style-type: none"> <li>- Moral ability to look after the UK landscapes</li> </ul> <p>Year 8</p> <ul style="list-style-type: none"> <li>- Moral obligation to recycle, plastic in the oceans, be tolerant of others e.g. refugees are the refugee crisis</li> <li>-How individuals can help climate change e.g. switching off lights to save energy</li> </ul> <p>GCSE</p> <ul style="list-style-type: none"> <li>- climate change – how individuals can make changes e.g. using renewable energy</li> <li>- different viewpoints in terms of UK government policies e.g. Brexit</li> </ul> <p>A LEVEL</p> <ul style="list-style-type: none"> <li>- learn to be moral citizens – look after the world</li> <li>-Changing places- causes of change in local place, conflicts caused, role as local citizens</li> </ul>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p><b>History</b></p>	<p><b>Year 7</b></p> <p>Understand rights and wrongs of British history through studying Empire, Industrial Revolution and slavery</p> <p><b>Year 8</b></p> <p>Understand morality of protesting for rights through Civil rights in America and rights in Britain. Understand the importance of respect for Civil Rights</p> <p>Understand respect for international rules and consequences of behaviour through causes of WWII</p> <p><b>GCSE</b></p> <p>Understand the wrongs of communist intervention in various countries and respect international rules and boundaries</p> <p>Understand immorality of repression through studying persecution of minorities in Nazi Germany and persecution of Catholics in Elizabethan England</p> <p><b>KS5</b></p> <p>Understand morality of protests and respect for Civil Rights through American and South African History</p> <p><b>General</b></p> <p>Moral and ethical issues investigated through regular usage of debates</p>

**Informal Jewish  
Education / Yahadut**

**Be Real for Rosh Hashana** - In the lead up to Rosh Hashana (the Jewish New Year) pupils had an opportunity to focus on positive behaviour and we encouraged acts of kindness with a focus on the Yavneh Way.

At the beginning of a chosen lesson each day for a week, staff put up a PowerPoint slide with the BeReal logo and the act of kindness they will be looking for. Pupils who demonstrated positive behaviour by using the BeReal for Rosh Hashana were rewarded in positive House points.

BeReal examples included: be kind to someone during a lesson, being courteous to staff and using positive and polite speech.

**Year 10 – Alan Senitt Upstanders Leadership Programme** - The Alan Senitt Upstanders Leadership programme brings together year 10 pupils from 4 different schools Yavneh College, Guru Nanak Sikh Academy, Watford Grammar School for Boys and JCoss to gain skills to enable them to make a difference within their local community. It brings the pupils together for seminars once a month where they take part in sessions about leadership skills and inclusivity, the course brings all the skills together that they learn in seminars to enable them to run a project to enhance their local community. This year the Yavneh College group are creating a recipe book for children with additional needs which is inclusive and easy to use.

**Am Echad** – Charity events run by pupils for pupils to raise money for our 3 school charities. Each year the pupils vote for one UK Jewish charity, one UK non-Jewish charity and one Israeli charity. This year our school charities are Gratitude, Lev LaLev and JBCS. Events have included tuck shops, football matches, own clothes day.

**Mitzvah Week** - Hands on activities which provide non-financial support for our 3 school charities. The aim is for pupils to contribute to the community by just giving time.

Projects included:-

90 Chanukah Cards for Jewish Bereavement Counselling Service (JBCS) volunteers that give of their time, thanking them for all they do

150 Chanukah Bunting messages for the Lev Lalev Girls Orphanage & Children’s Home

150 Gifts wrapped for US Chesed to give to asylum seekers, children who have been affected by domestic abuse and other families in need for Chanukah and Christmas.

240 Christmas decorations for Gratitude & Borehamwood Multi-Purpose Day Service on Aycliffe Road (For adults with learning disabilities and older people)

300 Bookmarks for JBCS users & Chanukah cards for the volunteers that give of their time

300 toiletry packages for NHS nurses

500 flower bulbs planted for local communities

= 1730 Mitzvah Week Mitzvot!

**YSE** – Year 10 – YSE aims to build the next generation of socially minded entrepreneurs, through a unique interactive educational experience and enterprise opportunity and encourage students to reflect on their worldview and connect with marginalised and impoverished communities. Pupils design and develop their own social enterprise in response to challenges faced in these communities. In turn, participants research and prepare a professional standard project proposal form, conduct a cost benefit analysis, and pitch their idea to industry experts.

**Year 12 – Poland Trip** - The Yavneh College Poland Trip gives our students a unique opportunity to learn about European Judaism of the Middle Ages as well as seeing first hand some of the sites where a third of World-Jewry was destroyed.

**The Together Plan - Making History Together** - is an exciting and unique, innovative and interactive programme. It provides a safe and age-appropriate introduction to the Holocaust, a journey to the past to build a better future, discover the story of the Jews of Belarus, one which many people have never come across, a chance for pupils to become changemakers and contributing to a ground breaking exhibition, giving the past a presence.

We were fortunate to be the first school to host the Making History Together exhibition in our LRC in the run up to HMD which all pupils & parents had an opportunity to visit.

We wanted pupils to consider how ordinary people, such as ourselves, can perhaps play a bigger part than we might imagine in challenging prejudice. During form time all pupils had an opportunity to discover history together, with a focus on Anna Machiz. Once pupils learnt about her, they wrote letters to Leonid Tsyrenkiy, her nephew which were gratefully received in Belarus.

**Tu B'Shevat**- Tu B'Shevat is Jewish festival which focusses on nature and the environment. All pupils receive a free fruit pack to promote healthy eating and to celebrate the festival. Year 7 pupils take part in a Tu B'Shevat Seder at which they learn about their responsibility to the environment and this is linked to Jewish sources.

**Year 7, 8 and 13 – Shabbatonim** - The Shabbatonim provide a weekend away, the opportunity for pupils to develop friendships and to have a great deal of fun whilst experiencing a Shabbat in an authentic atmosphere.

Each year group focus on a specific theme at their Shabbaton

Year 7 – Unity.

Year 8 – Kindness.

Year 13 – The future.

Pupils take part in a variety of activities throughout the weekend including special Shabbat prayers, sessions focusing on the theme of the weekend, singing Shabbat songs, socialising with friends and youth leaders and a fun activity when Shabbat finishes. These activities have included roller skating, laser mission and Jump In.

**Shalva Marathon** – A group of sixth form students joined charity Shalva at the Jerusalem Marathon. They fundraised in advance and ran the marathon. They spent the weekend with a diverse group of runners who travelled from all over the world to participate.

**Yom Hashoah** - All pupils start this solemn day with a ceremony led by students who have been on the Poland Trip. Pupils spend lesson time during the day learning about the Holocaust. Holocaust survivors have spoken to pupils and pupils participate in our Memories programme where they focus on one specific person who perished in the Holocaust.

**Yom Hazikaron** - All pupils take part in a memorial service at the beginning of the day led by pupils and Israeli staff. Pupils took part in a Memory Run in which they ran in memory of a fallen Israeli soldier or victim of terror.

**Yom Ha'atzmaut** - A day of celebration for Israeli Independence Day which includes a whole school assembly with prayer and an Israel Fair to celebrate.

**Project Smile** – Year 7 – 11 - This is a volunteering enrichment in which we work closely with local charities Gratitude and Comfort Cases. The enrichment gives pupils the opportunity to take part in a variety of volunteering focussing on the feelings of others. Volunteering has included:-

Purim parcels packing

Easter Card making

Ramadan gift packing

Homeless blanket making – Cutting material which would then be sent off to make blankets for the homeless and those in need

Mothers day cards / gift packaging

King Charles bookmarks and posters

Fathers day card making / gift packaging

Packing hygiene kits

Packing backpacks to give to children in foster care.

**Taste of Israel** - This lunch time club teaches pupils about Israeli geography and culture. Pupils participate in interactive activities with our Shinshinim (Israeli volunteers).

**Turkey and Syria Emergency Appeal** - The Yavneh Schools ran an emergency fundraising appeal to raise essential funds for the victims of the Turkey and Syria earthquake. Yavneh College Sixth form students reached out to the school asking for help in raising money for the charity, IsraAID, who were deploying emergency response teams to send into Turkey and Syria after the tragic earthquakes that have destroyed the homes of many and taken thousands of lives. The Sixth formers, alongside the schools IJE department, the Year 6 Tzedakah Tzevet and volunteers have managed to raise £4066.03 by selling tuck, a bake sale and pupil and parent donations.

**Tzedakah Box Challenge** - As part of being on the Am Echad charity committee, pupils are encouraged to be ambassadors out of school, representing the school, our school motto of 'A world built on kindness' and our 3 school charities. Each term the committee are set a challenge of who can raise the most money out of school. Challenges have included out of school bake sales, hair cuts, sponsored walks, Monopoly board challenge where each place on the Monopoly board was visited, sponsored runs and making & selling bracelets. It gives our pupils a sense of ownership & that they have achieved helping to reach the yearly goal of £15,000 for charity.

**Jack Levene Olam Chessed Yibaneh Award** – Year 13 – The award recognises achievements in volunteering from throughout the chosen students time in school which culminate in the 6<sup>th</sup> form. We have so many students who make us proud with their impressive volunteering from year 7 through to year 13 and the prize will enable the recipient to donate money to a charity of their choice who they have volunteered for or helped.

**YCLP – Yavneh College London Programme** - A 2.5 week programme at the end of year 9 in which pupils take part in a variety of programmes to learn about British culture, geography and society, strengthen friendships and focus on their identity. Programmes, team building activities, volunteering for local charities, Havdalah candle making and challah baking.

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>Ivrit</b>	<p>By learning Listening and Speaking skills pupils learn to be respectful towards each other, as they have to listen to their peers. In Ivrit, Spanish and French pupils learn the topic about living a healthy lifestyle in KS4.</p> <p>In Ivrit A Level students research topics such as equality in Israeli society, peace movements</p> <p>The student study the film Avia' summer which is the story of the impact of the Holocaust on Israeli society and second generation of survivors Learning about Israeli Remembrance Day for the fallen soldiers</p>
<b>Jewish Studies</b>	<p>Year 7: Pupils learn about the destruction of the temple and the events that happened at Masada which focus on the idea of consequences, immoral behaviour as well as the importance of decision making.</p> <p>Year 9: Looking in the Talmud when it is permitted to Lie. The Unit discusses not only the dangers of false speech, slander and negative speech, but also discusses whether there are any occasions where one would be permitted to lie.</p> <p>Year 11: encourages investigation and discussion about a wide range of moral and ethical issues such as relationships, medical and business ethics and war.</p> <p>Year 12: Pupils look at what it means for an act to be morally right or wrong.</p>
<b>Maths</b>	<p>Focus at KS3 on money and finance. How a balance sheet is worked out and a looks at overdrafts and repayments.</p>
<b>Music</b>	<p>At KS3, students study Film Music, Electronic Dance Music, classical Keyboard Music and discussions are had about why students like or dislike the music. In doing this they develop respect for each others differing opinions</p> <p>At KS4, students study music from the Western Classical Tradition, Film Music, Jazz and Blues Music which gives them an understanding of music from different time and places. They grow accustomed to student's differing viewpoints and that everybody's taste in music is different.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>PE</b>	<p>Living a healthy lifestyle and promoting healthy living is apparent in each P.E lesson. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils to umpire and referee supports the importance of abiding by rules. Pupils are challenged to consider ethical and moral issues by discussing the use of enhancement drugs in sport and how fair or unfair this may be.</p>

**PSHE (Key Stage 3)**

Year 7

At the beginning of Year 7, our PSHE curriculum supports our students with the transition to secondary school. This is directed to be an opportunity for students to reflect on their moral values and make responsible choices. The Health and Well-being curriculum supports their ethical decision-making as they face the challenges and changes of starting secondary school.

Respect, empathy, and social justice are emphasized in various topics. The Healthy Lifestyle Choices unit encourages students to develop empathy and respect for others' well-being, cultivating a sense of moral responsibility towards their peers and themselves. Through exploring democratic government in the UK, students gain an understanding of fairness, equality, and justice in society, nurturing their moral development and reinforcing the importance of these values.

Promoting tolerance and inclusivity is another key focus. The Diversity, Prejudice & Bullying unit guides students in understanding the impact of prejudice and bullying, fostering tolerance and inclusivity in their interactions. The curriculum also emphasizes responsible behavior, particularly in the Managing Puberty unit, where students are encouraged to make informed decisions about their personal well-being and relationships, emphasizing the significance of responsible and respectful conduct towards themselves and others.

Furthermore, students explore the risks of drugs and alcohol, which raises awareness of their consequences and fosters an understanding of the physical, mental, and social impacts of substance abuse. By critically evaluating the ethical implications of substance use, including casual and abusive behaviors, students develop an understanding of personal health, relationships, and societal effects.

The education on drugs and alcohol equips students with practical knowledge that they can apply in their own lives. They learn strategies to resist peer pressure, make informed decisions, and seek help when needed, enabling them to navigate situations responsibly.

Throughout all these topics and their related activities, students develop vital skills in active listening, empathy, and conflict resolution, enabling them to create a safe and inclusive environment for all. This education helps them foster healthy relationships, promote inclusivity, and contribute to a positive social climate both within the school and beyond.

Year 8

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
	<p>PSHCE in year 8 starts with looking at online safety and what a digital footprint is, pupils are reminded on what the laws are behind social media and then they have the opportunity to apply this understanding to their own lives, understanding what is right and wrong.</p> <p>Year 8's also look at the classification of drugs, use of drugs and the legality behind them and the effect of peer pressure can have, again allowing them to apply this to their own lives and understanding the law and of the consequences of their behaviour and actions.</p> <p>There is also a unit on Law and Justice, that looks at understanding how laws get passed, what the role of the police is and how employment laws work. Allowing pupils to discuss their own views, morals and ethics on these topics.</p>

**PSHE (Key Stage 4)**

Year 9:

**Drugs:**

We start in September teaching about drugs in PSHCE. We start with raising awareness and consequences. Exploring the topic of drugs and alcohol educates students about the potential physical, mental, and social consequences associated with substance abuse. By understanding the short-term and long-term effects, students can make informed decisions and become aware of the potential risks and dangers involved. This knowledge empowers them to take responsibility for their actions and make choices that priorities their well-being.

Discussing drugs and alcohol within the context of PSHCE helps students develop their moral reasoning skills. They learn to critically evaluate the ethical implications of substance use and both casual, one time and abuse, considering factors such as personal health, relationships, and societal impact. By understanding the potential harm caused by substance abuse, students can recognize the difference between right and wrong.

Teaching about drugs and alcohol equips students with practical knowledge that they can readily apply in their own lives. They learn strategies to resist peer pressure, make informed decisions, and seek help when needed. By fostering self-awareness and critical thinking, students are better prepared to make choices aligned with their values and long-term goals.

Understanding the legal framework around drugs and alcohol is crucial for students to respect civil and criminal law. PSHCE provides an opportunity to educate students about the legal ramifications associated with substance abuse, such as underage drinking, drug possession, and driving under the influence. This helps students know the legal boundaries around using drugs and alcohol.

These discussions had in PSHCE and work completed allows students to make better decisions which can have a positive impact on their mental health.

**Risks of pornography:**

Educating students about the risks of pornography helps them understand the potential emotional, psychological, and social consequences associated with its consumption. They learn about distorted views of relationships, unrealistic body standards, objectification, and potential impacts on self-esteem and mental health.

PSHCE provides an opportunity to educate students about the legal aspects surrounding pornography, such as age restrictions and the sharing of explicit content. This enables students to make better informed decisions and follow the law of the UK.

**Sexism, homophobia, and transphobia:**

By addressing sexism, homophobia, and transphobia, students learn how to cultivate respectful and supportive relationships. They develop skills in active listening, empathy, and conflict resolution, enabling them to create a safe and inclusive environment for all. This education helps students foster healthy relationships, promote inclusivity, and contribute to a positive social climate both within the school and beyond.

We educate students about the legal framework surrounding discrimination and hate speech. They learn about the legal protections in place to safeguard individuals from sexism, homophobia, and transphobia.

Year 10:

Year 10 – positive relationships, consent and understanding of what is morally right and wrong. Recognize the UK political system and the laws on place for drugs, alcohol, consent and gambling. They understand the consequences for immoral behaviour and come up with viewpoints which they challenge.

Year 11

The topics covered aim to foster students' understanding of ethical principles, promote respect for others, and challenge discrimination and prejudice. Two important themes explored within this framework are homophobia and gender discrimination.

Homophobia, the fear or hatred towards individuals based on their sexual orientation, is addressed in the Year 11 PSHE curriculum as part of moral development. Students are encouraged to examine their own attitudes and beliefs surrounding homosexuality and to challenge any prejudices or stereotypes they may hold. They learn about the diversity of sexual orientations and the importance of creating an inclusive and accepting society.

Through open discussions, activities, and case studies, students explore the impact of homophobia on individuals and society as a whole. They learn to recognise and challenge discriminatory behavior, promote equality, and respect the

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
	<p>rights and dignity of LGBTQ+ individuals. This includes addressing homophobic language, understanding the importance of consent, and promoting inclusive language and behavior.</p> <p>Similarly, gender discrimination is another significant theme within the Year 11 PSHE curriculum. Students are encouraged to critically examine societal norms and stereotypes surrounding gender roles and expectations. They explore the concept of gender equality and the importance of challenging discrimination based on gender identity.</p> <p>Through discussions and activities, students learn to recognize and challenge gender biases, promote inclusivity, and respect the rights and experiences of individuals of all genders. They explore topics such as gender-based violence, the gender pay gap, and the importance of consent and healthy relationships.</p> <p>The Year 11 PSHE curriculum emphasises the importance of fostering empathy, understanding, and respect for all individuals, regardless of their sexual orientation or gender identity. It encourages students to become active allies and advocates for equality, challenging discrimination and prejudice whenever they encounter it.</p> <p>By addressing themes such as homophobia and gender discrimination, the curriculum aims to shape students' moral compass, instilling in them a sense of justice, empathy, and fairness. It equips them with the knowledge and skills to challenge discriminatory attitudes and behaviors, fostering a more inclusive and accepting society.</p>

The Year 12 and 13 PSHE Curriculum builds on previous learning and enables students to further build their empathy. Students develop the skills, language and strategies needed to manage life's moral challenges, now and in the future. The curriculum aims to empower students to recognise that they have the power to break unhealthy cycles and to change behaviours for themselves and others that are not aligned to their beliefs and values. The curriculum has built in written reflection tasks which encourage pupils to recognise their inner strengths and unhelpful traits and discover their inner moral compass to become articulate members of society. The weekly debate "The Big Talk" referred to above always begins with a "Stop and Think" placing students in a moral dilemma or demanding their own ethical response to a current political or moral question.

Year 12

### **Respect in the real and online world**

#### **Sexism, Homophobia, Transphobia, Gender Stereotyping and LGBTQ+**

Students consider the dangers and consequences of cyberbullying with particular focus on the mental health implications for the victim of online harassment in all its forms. They examine their own communication online and their reaction to online posts, asking the moral question of what is a moral and ethical post? Through discussion and analysis students develop their critical thinking and self-awareness and are better able to evaluate when to respond to a post and when not to.

Students, through the KAVOD committee, are also shown a series of homophobic posts and scenarios generated from real school life and they are given space to analyse why students respond and build on other students' responses. In doing so they look in depth at the mob mentality that can lead to an individual doing something that they know is morally wrong. In this way students become better equipped to rely on their moral compass. The work of the KAVOD committee, student led, and student run sessions is instrumental in giving Year 12 a safe space to explore the key topics of respect, consent, self-respect and respect for gender diversity. Students explore how groups are targeted online including the use of media to marginalize the LGBTQ+ community and how homophobia and transphobia is both positively and negatively addressed in the media. Students take part in a thorough examination of language and its moral implications when addressing gender stereotyping, homophobia, transphobia and when discussing the LGBTQ+ community.

#### **Relationships**

Students revisit and further their knowledge of the features of relationship abuse and gain a thorough understanding of controlling behaviour in its many forms. They examine how to identify and respond to relationship abuse, including how

PSHE (Key Stage 5)

to respond if they see a friend in an unhealthy relationship. During this unit they look at healthy arguments and how to create safe space in relationships. They learn to recognise any controlling traits they might have experienced or shown. Students explore the importance of respecting boundaries in all situations and in particular in terms of consent. In lessons they learn about the umbrella pyramid of harmful sexual behaviours and they discuss as older students how they can address the harmful behaviours they might see at school or in the community, thereby encouraging students to act on what they know is right and wrong. Scripts and responses are taught to give students the language to be upstanders.

Jewish Women's Aid are also invited in to run assemblies making the link to online personalities who pose sexist, misogynist, homophobic and transphobic views as normal. In digging into the messages of these online personalities, students are encouraged to think deeply about the messages they are receiving and in examining the link between normalised harmful behaviour and sexual violence, students are asked to place themselves morally. Students consider the moral and legal implications of sending sexual images and they look at short- and long-term impacts of revenge pornography.

Students learn about the laws associated with relationships and sexual offences, including the sharing of sexual images. They learn about the Sexual offences Act 2003, changes to KCSIE and the Serious Crime Act of 2015, detailing controlling and coercive Law.

### **Responsibility**

When revisiting the topic of STIs and contraception, students look at whose responsibility contraception is, and this encourages them to think about consequences of decisions and the implications of the decisions they make.

When looking at the topic of Living in the Wider World, students examine their responsibilities in the workplace, including building on their understanding of bullying and harassment to look at bullying and harassment in the workplace.

### **Year 13**

#### **Alcohol and Drugs and Harm Reduction**

Students discuss and evaluate strategies to minimise the harmful impacts of drug and alcohol use and in doing so they read about the principle of harm reduction and reflect on the question of whether we judge, shame and punish people for their addiction. Students learn about the laws surrounding drugs and alcohol. Students look with

empathetic eyes at the reasons why a young person might become addicted, and they further explore the links between addiction and economic hardship and opportunity. Students undertake their own independent statistical research and form conclusions, thereby taking a moral stance and fully exploring the society they live in.

Students look in detail at behaviours which are classified as self-harm and through scenario-based discussions examine their duty towards friends and family who might be struggling with unhelpful coping strategies. Students thereby develop their empathy and are encouraged to look at mental health, including OCD from a perspective of care and not judgement.

### **Respect, Responsibility and Relationships in the Wider World**

When revisiting features of healthy relationships students assess the acceptability of behaviours within relationships using a continuum, thereby exploring everyday micro behaviours. Students read psychology articles and gain insight into the inner causes that might prompt unhealthy behaviours in order to better understand their own triggers.

Students revisit the topic of discrimination, building on previous knowledge. Throughout the unit the students focus on the idea of “Time for Action Not Words” and how that might translate into their future lives. They reexamine the Equality Act of 2010 and how they can apply it in their everyday lives now and, in the future, imagining themselves into their future roles in society. Students go onto to look at media and discrimination and how today’s media has the ability to dehumanize. They explore their own responses to “dehumanizing” factors thereby becoming more reflective, media savvy adults, able to make informed moral decisions, based on the veracity of information, and not be swayed by the loudest voices. Students analyse paired media posts and articles looking for bias and discrimination in all its forms. They research and evaluate the impact of personalities such as Andrew Tate. All resources are contemporary and at the end of the unit students are tasked with being school leaders and designing an inclusive school.

In both Year 12 and Year 13, students are at every opportunity hypothetically placed themselves in a situation and asked what they would do, thereby consistently asking students to make moral decisions based on their own values, beliefs and sense of right and wrong.

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>Science - Biology</b>	<p>Y8 – Keeping healthy: Diet and exercise and consequences of this not being balanced is looked at in depth</p> <p>Y9 – Cell differentiation: Evaluate the practical risks and benefits, as well as social and ethical issues, of the use of stem cells in medical research and treatments.</p> <p>Y10 – Health and disease: Mental health – definitions, signs and signposting for support and help. Cancer – causes and treatments. Signposting for help and support. Use of vaccines and herd immunity – responsibility of the individual to protect others.</p> <p>Y10 – Homeostasis: Evaluate information around the relationship between obesity and diabetes, and make recommendations taking into account social and ethical issues.</p> <p>Y11 – Inherited disorders: Students should make informed judgements about the economic, social and ethical issues concerning embryo screening, given appropriate information.</p> <p>Y12 – Cell recognition and the immune system: Ethical issues associated with the use of vaccines. Discuss ethical issues associated with the use of monoclonal antibodies.</p> <p>Y13 – DNA Technology: Evaluate the ethical, financial and social issues associated with the use and ownership of recombinant DNA technology in agriculture, in industry and in medicine. Balance the humanitarian aspects of recombinant DNA technology with the opposition from environmentalists and anti-globalisation activists.</p> <p>Required practicals: safe and ethical use of a living organism to measure physiological responses to the environment</p>
<b>Science - Chemistry</b>	<p>Y9 - Chemistry of the atmosphere: The history and evolution of our atmosphere, human impact of greenhouse gases, pollutants and global warming.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>Science - Physics</b>	<p>Y7 – Learning about how their bodies hear and see, comparing other peoples perspectives on hearing and seeing. Learning about their place in the universe and how the earth moves to provide day/night/seasons/years.</p> <p>Y8 – Real world applications of electricity, energy resources and the implication of burning fuel. The need for renewable forms of energy and the importance of reducing global warming.</p> <p>Y9 - energy resources and the implication of burning fuel. The need for renewable forms of energy and the importance of reducing global warming and evaluating the different needs of different parts of the world in terms of economic and social issues. History of the atom and development of the periodic table – how views and beliefs change over time based on scientific discovery and evidence</p> <p>Y10 - Real world applications of electricity, how the national grid provides electricity and how electricity is generated (ethical issues) The discovery of radiation and the implications of using nuclear resources for power, the understanding of the ethics of disposing nuclear waste</p> <p>Y13 – Nuclear power stations, the implications of using nuclear resources for power, the understanding of laws of disposing nuclear waste, and the moral implications of using nuclear resources for weapons. Uses of Xray's and Gamma rays in medicine and their history of use for unethical treatments</p>
<b>Sociology</b>	<p>Ethical issues within sociological research is an A level syllabus topic in itself. Students must be familiar with ethical guidelines for research as issued by the British Sociological Society and put these into practice during project work. The A Level unit 'Crime and Deviance' provides an in-depth coverage of the UK penal system and the impact of crime on victims. There is scope to discuss the question of institutional racism in social organisations and time for discussion of crime in general.</p>
<b>Spanish</b>	<p>By learning Listening and Speaking skills pupils learn to be respectful towards each other, as they have to listen to their peers. In Ivrit, Spanish and French pupils learn the topic about living a healthy lifestyle in KS4.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>Psychology</b>	Ethical issues (as set out by the British Psychological Society) and implications in psychological research are discussed in depth. This makes students aware of the importance of respecting the participants used in psychological research and of getting a balance between striving for new psychological knowledge and maintaining the physical/psychological wellbeing of participants and the groups they represent. In depth look at risk factors in addictive behaviour and how family and peer influences increase our vulnerability to become addicted.

## Social development

Through the curriculum, pupils develop:

A 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

A willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively

An acceptance of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>Art</b>	Students across all ages groups take part in collaborative work in Art. They develop the necessary skills to work in groups, and to collaborate on projects.  Students are also offered Art Trips to galleries and to work with artists who show different skills and will demonstrate their own beliefs.
<b>Business</b>	Students work in groups on projects setting up events as part of running a business. Students volunteer in lessons of younger years, they also take part in work experience activities in local businesses.
<b>Design and Technology</b>	In all of our projects students are always aware of social development is a key feature of all Design and Technology lessons. We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. We encourage students to give each other reminders when standards fall short of the collective expectation. This establishes and maintains a safe, secure, learning environment. We place an emphasis on developing the ability to work with others and to accept each other's unique personality. We encourage effective conversations about the work we do through self & peer evaluation, and to give and accept constructive criticism as a vehicle to improve students learning outcomes. Many of our lessons include teamwork to develop a collaborative outcome. Social education at Yavneh gives opportunities to work as a team, recognising others' strengths and sharing equipment.

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>Drama</b>	Students undertake collaborative work at KS3 and KS4. This is a vital skill within Drama and they learn to develop this whilst working in pairs and larger groups. This is shown throughout termly assessments in KS3 and formally assessed as part of the GCSE course in Y10/11.
<b>Economics</b>	Students take part in regular group and pair work in presenting their ideas. Students are offered the chance to take part in Young Enterprise programmes which allow students to work in teams to build small businesses and compete in national competitions.
<b>English</b>	Communication, both verbal and written, is at the heart of English. Whilst we prepare pupils to be able to communicate effectively and in Standard English in their writing, we take a dialogic approach to learning, and small/large group discussion occurs in almost all English lessons. Pupils will become confident and feel safe to share their own ideas, and we aim to hear all voices in every lesson. Pupils' orating skills are progressed at all key stages, and we ensure that the GCSE Spoken Language Assessment is not the only time pupils will present to a group. Our curriculum incorporates texts which evaluate anti-social behaviour, for example sexual misconduct in Heroes and An Inspector Calls; pupils will learn how the judicial system of the UK and USA respond to anti-social behaviour, and how the government aims to keep society safe. We hear the voices and experiences of a range of people from diverse backgrounds, to encourage pupils to empathise with the different experiences and lifestyles that comprise Britain's diversified social population. See Appendix
<b>Food Technology</b>	<p>Through year 7 and 8 projects students are paired to cook dishes as part of a team, encouraging positive collaboration and communication skills</p> <p>KS3 enrichment – Food Enterprise – the students work in teams to bake items which can be sold for the school charities for a profit.</p> <p>KS4 Enrichment – Recipe book – students work in teams to plan and produce recipes on a given theme. They have to collaborate to cost and nutritionally analyse the recipes as well as make the dish</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>French</b>	<p>Learn about Global issues, voluntary work, the environment, ethical shopping in Module 8 of the GCSE SOL in the Shared Area</p> <p>learn about technology in Module 2 of the GCSE SOL in the Shared Area</p> <p>In Module 3 about celebrations, pupils learn to discuss the importance of the National days (14<sup>th</sup> July), as well as customs and festival   Eg La fete de la musique)</p>
<b>Geography</b>	<p>Year 7</p> <ul style="list-style-type: none"> <li>- Make up of UK's population – range of cultures, religions, migrants</li> <li>- Impact of cultural shifts on their lives and changes to UK cities</li> </ul> <p>Year 8</p> <ul style="list-style-type: none"> <li>- Different socioeconomic background explored – African countries, Lagos, Jakarta</li> </ul> <p>GCSE</p> <ul style="list-style-type: none"> <li>- Fieldwork – tolerance of others in different places, questionnaires to public, ensuring they speak appropriately to others</li> </ul> <p>A LEVEL</p> <ul style="list-style-type: none"> <li>-Fieldwork: individual data collection, tolerance of others</li> </ul>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
History	<p><b>Year 7</b></p> <p>Learn about development of British law and democracy through studying monarchs and Charles I</p> <p>Learn about tolerance through learning about histories of other places connected with British Empire like Africa and India</p> <p><b>Year 8</b></p> <p>Learn about mutual respect and tolerance through units on migration into Britain and rights in Britain and America</p> <p><b>GCSE</b></p> <p>Learn value of toleration through learning about persecution of minorities by Nazis</p> <p><b>KS5</b></p> <p>Learn value of toleration and individual liberty through civil rights and protest in America and South Africa</p> <p>Learn toleration through learning about countries connected to Britain through Empire like India and Egypt</p> <p><b>General</b></p> <p>Gain social skills through regular use of debates, paired discussion and group work</p>

**Informal Jewish  
Education / Yahadut**

**Be Real for Rosh Hashana** - In the lead up to Rosh Hashana (the Jewish New Year) pupils had an opportunity to focus on positive behaviour and we encouraged acts of kindness with a focus on the Yavneh Way.

At the beginning of a chosen lesson each day for a week, staff put up a PowerPoint slide with the BeReal logo and the act of kindness they will be looking for. Pupils who demonstrated positive behaviour by using the BeReal for Rosh Hashana were rewarded in positive House points.

BeReal examples included: be kind to someone during a lesson, being courteous to staff and using positive and polite speech.

**Whole school: Sukkot celebrations** – All pupils have a lesson in the Sukkah during Sukkot where they fulfil the Mitzvah of eating in a Sukkah, using Arba Minim (the 4 species) and learn about the festival. At lunch pupils eat in the Sukkah to fulfil the Mitzvah and they take part in enjoyable activities such as live music, creating edible Sukkahs, games and puzzles.

**Year 10 – Alan Senitt Upstanders Leadership Programme** - The Alan Senitt Upstanders Leadership programme brings together year 10 pupils from 4 different schools Yavneh College, Guru Nanak Sikh Academy, Watford Grammar School for Boys and JCoss to gain skills to enable them to make a difference within their local community. It brings the pupils together for seminars once a month where they take part in sessions about leadership skills and inclusivity, the course brings all the skills together that they learn in seminars to enable them to run a project to enhance their local community. This year the Yavneh College group are creating a recipe book for children with additional needs which is inclusive and easy to use.

**Am Echad** – Charity events run by pupils for pupils to raise money for our 3 school charities. Each year the pupils vote for one UK Jewish charity, one UK non-Jewish charity and one Israeli charity. This year our school charities are Gratitude, Lev LaLev and JBCS. Events have included tuck shops, football matches, own clothes day.

**Mitzvah Week** - Hands on activities which provide non-financial support for our 3 school charities. The aim is for pupils to contribute to the community by just giving time.

Projects included:-

90 Chanukah Cards for Jewish Bereavement Counselling Service (JBCS) volunteers that give of their time, thanking them for all they do

150 Chanukah Bunting messages for the Lev Lalev Girls Orphanage & Children's Home

150 Gifts wrapped for US Chessed to give to asylum seekers, children who have been affected by domestic abuse and other families in need for Chanukah and Christmas.

240 Christmas decorations for Gratitude & Borehamwood Multi-Purpose Day Service on Aycliffe Road (For adults with learning disabilities and older people)

300 Bookmarks for JBCS users & Chanukah cards for the volunteers that give of their time

300 toiletry packages for NHS nurses

500 flower bulbs planted for local communities

= 1730 Mitzvah Week Mitzvot!

**YSE** – Year 10 – YSE aims to build the next generation of socially minded entrepreneurs, through a unique interactive educational experience and enterprise opportunity and encourage students to reflect on their worldview and connect with marginalised and impoverished communities. Pupils design and develop their own social enterprise in response to challenges faced in these communities. In turn, participants research and prepare a professional standard project proposal form, conduct a cost benefit analysis, and pitch their idea to industry experts.

**The Together Plan - Making History Together** - is an exciting and unique, innovative and interactive programme. It provides a safe and age-appropriate introduction to the Holocaust, a journey to the past to build a better future, discover the story of the Jews of Belarus, one which many people have never come across, a chance for pupils to become changemakers and contributing to a ground breaking exhibition, giving the past a presence.

We were fortunate to be the first school to host the Making History Together exhibition in our LRC in the run up to HMD which all pupils & parents had an opportunity to visit.

We wanted pupils to consider how ordinary people, such as ourselves, can perhaps play a bigger part than we might imagine in challenging prejudice. During form time all pupils had an opportunity to discover history together, with a focus on Anna Machiz. Once pupils learnt about her, they wrote letters to Leonid Tsyrynskiy, her nephew which were gratefully received in Belarus.

**Tu B'Shevat**- Tu B'Shevat is Jewish festival which focusses on nature and the environment. All pupils receive a free fruit pack to promote healthy eating and to celebrate the festival. Year 7 pupils take part in a Tu B'Shevat Seder at which they learn about their responsibility to the environment and this is linked to Jewish sources.

**Year 7, 8 and 13 – Shabbatonim** - The Shabbatonim provide a weekend away, the opportunity for pupils to develop friendships and to have a great deal of fun whilst experiencing a Shabbat in an authentic atmosphere.

Each year group focus on a specific theme at their Shabbaton

Year 7 – Unity.

Year 8 – Kindness.

Year 13 – The future.

Pupils take part in a variety of activities throughout the weekend including special Shabbat prayers, sessions focusing on the theme of the weekend, singing Shabbat songs, socialising with friends and youth leaders and a fun activity when Shabbat finishes. These activities have included roller skating, laser mission and Jump In.

**Shalva Marathon** – A group of sixth form students joined charity Shalva at the Jerusalem Marathon. They fundraised in advance and ran the marathon. They spent the weekend with a diverse group of runners who travelled from all over the world to participate.

**Yom Hashoah** - All pupils start this solemn day with a ceremony led by students who have been on the Poland Trip. Pupils spend lesson time during the day learning about the Holocaust. Holocaust survivors have spoken to pupils and pupils participate in our Memories programme where they focus on one specific person who perished in the Holocaust.

**Yom Hazikaron** - All pupils take part in a memorial service at the beginning of the day led by pupils and Israeli staff. Pupils took part in a Memory Run in which they ran in memory of a fallen Israeli soldier or victim of terror.

**Yom Ha'atzmaut** - A day of celebration for Israeli Independence Day which includes a whole school assembly with prayer and an Israel Fair to celebrate.

**Project Smile** – Year 7 – 11 - This is a volunteering enrichment in which we work closely with local charities Gratitude and Comfort Cases. The enrichment gives pupils the opportunity to take part in a variety of volunteering focussing on the feelings of others. Volunteering has included:-

Purim parcels packing

Easter Card making

Ramadan gift packing

Homeless blanket making – Cutting material which would then be sent off to make blankets for the homeless and those in need

Mothers day cards / gift packaging

King Charles bookmarks and posters

Fathers day card making / gift packaging

Packing hygiene kits

Packing backpacks to give to children in foster care.

**Taste of Israel** - This lunch time club teaches pupils about Israeli geography and culture. Pupils participate in interactive activities with our Shinshinim (Israeli volunteers).

**Turkey and Syria Emergency Appeal** - The Yavneh Schools ran an emergency fundraising appeal to raise essential funds for the victims of the Turkey and Syria earthquake. Yavneh College Sixth form students reached out to the school asking for help in raising money for the charity, IsraAID, who were deploying emergency response teams to send into Turkey and Syria after the tragic earthquakes that have destroyed the homes of many and taken thousands of lives. The Sixth formers, alongside the schools IJE department, the Year 6 Tzedakah Tzevet and volunteers have managed to raise £4066.03 by selling tuck, a bake sale and pupil and parent donations.

**Tzedakah Box Challenge** - As part of being on the Am Echad charity committee, pupils are encouraged to be ambassadors out of school, representing the school, our school motto of 'A world built on kindness' and our 3 school charities. Each term the committee are set a challenge of who can raise the most money out of school. Challenges have included out of school bake sales, hair cuts, sponsored walks, Monopoly board challenge where each place on the Monopoly board was visited, sponsored runs and making & selling bracelets. It gives our pupils a sense of ownership & that they have achieved helping to reach the yearly goal of £15,000 for charity.

**Jack Levene Olam Chessed Yibaneh Award** – Year 13 – The award recognises achievements in volunteering from throughout the chosen students time in school which culminate in the 6<sup>th</sup> form. We have so many students who make us proud with their impressive volunteering from year 7 through to year 13 and the prize will enable the recipient to donate money to a charity of their choice who they have volunteered for or helped.

**YCLP – Yavneh College London Programme** - A 2.5 week programme at the end of year 9 in which pupils take part in a variety of programmes to learn about British culture, geography and society, strengthen friendships and focus on their

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
	<p>identity. Programmes, team building activities, volunteering for local charities, Havdalah candle making and challah baking.</p>
<b>Ivrit</b>	<p>Teach about life in Israel in the topic of my town, my home Y7</p> <p>Teach about Remembrance Day in Israel Y7-11</p> <p>Customs and festivals in Modern Hebrew-speaking countries/Communities 3.1.1.1 Topic 1: Me, my family and friends• Relationships with family and friends. Marriage/partnership.3.1.1.2 Topic 2: Technology in everyday life• social media Mobile technology. 3.1.2.2 Topic 2: Social issues• Charity/voluntary work. Healthy/unhealthy living.3.1.2.3 Topic 3: Global issues• The environment Poverty/homelessness</p> <p>Social trends in Israel: The Israeli family, the evolution of the digital world, Marginalisation in Israeli society Political and artistic culture :Jewish festival traditions, Israeli young people and politics Research project: Israeli Music, Peace movements in Israel, Equality in Israel, war and peace in Israel Study short stories by Savyon Liberchet dealing issues such as the effect the Holocaust had on second and third generation of survivors The gap between Jewish orthodox community in Israel and the secular society The film Avia's summer is about the relationship between mother who is a Holocaust survivor and her young daughter</p>
<b>Jewish Studies</b>	<p>Year 7: Pupils learn about the origins, development and fundamental principles of the religion of our country.</p> <p>Year 8: Pupils look at and compare the dictatorship of Pharoah at the time of the Jewish enslavement in Egypt with the dictatorship of Hitler in Nazi Germany. The unit allows pupils to appreciate how fortunate they are to live in a British society which is democratic and promotes liberty and tolerance of religious practice.</p> <p>Pupils also look at the principle of law and the law system in Judaism and see how this transpires into the British society and how they are similar and where they vary. In addition, it looks at the importance of judgement and the effects of prejudice.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>Maths</b>	<p>A number of low floor, high ceiling tasks particularly at KS3 where pupils work in groups and try and solve problems.</p> <p>In year 7 and 8 they are entered into the Hertfordshire Maths Competition where they compete against a number of different schools from the local area.</p> <p>Maths Mentoring Program where year 12s tutor one on one pupils lower down the school that are struggling in Maths.</p>
<b>Music</b>	<p>Enrichment - Students are given the opportunity to collaborate in bands with members of their own year group or students from other year groups. They develop their ability to work with each other, compromise on song choices and older students can help younger students develop instrumental skills.</p> <p>All students in KS3 Music - use collaborative work and are taught the necessary skills to collaborate and compromise in practical lessons. Students develop the skills to be able to work as part of a group and part of a pair for the different topics covered. It also allows students the opportunity to develop their leadership skills.</p> <p>At KS4 students - continue to collaborate in Theory lessons and for one of their pieces of coursework – 15% of their GCSE. This 15% is an ensemble performance so must be at least two live parts performing together and they are marked on their ability to interact with another musician.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
PE	<p>In PE pupils are able to come up with creative solutions to problems when working independently or in groups with specific topics in KS3 and KS4 learning.</p> <p>Year 7 – Social skills,</p> <p>Year 8 – Outdoor Adventurous Activities</p> <p>Year 9 – Leadership</p> <p>CORE PE – Design their own curriculum-based engagement and inclusiveness</p> <p>GCSE PE – Pupils reflect upon strengths and weaknesses and develop improvement plans</p> <p>BTEC Sport – Has specific leadership components where pupils lead each other in design sessions</p> <p>Pupils take part in a range of extra-curricular opportunities in a range of positions e.g. Performers, Leader, Official</p> <p>The nature of PE allows all pupils to develop the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and pride.</p>

**PSHE (Key Stage 3)**

Year 7

One important aspect of the curriculum is the exploration of the risks associated with drugs and alcohol. Students learn about the consequences of substance abuse and develop an understanding of the physical, mental, and social impacts. Through critical evaluation of the ethical implications of substance use, including casual and abusive behaviors, students gain insight into personal health, relationships, and societal effects. Practical knowledge is provided to help students resist peer pressure, make informed decisions, and seek help when needed, enabling them to navigate situations responsibly.

The curriculum also focuses on developing key disciplinary competencies. Students are encouraged to think critically and analyze different perspectives on topics such as health and wellbeing, peer pressure, managing conflict, and puberty. Engaging with these topics enhances their communication skills, enabling them to express their thoughts, actively listen to others, and engage in respectful and effective dialogue. They also develop emotional intelligence through exploring transition, puberty, families, and relationships, fostering self-awareness, emotion regulation, and empathy.

Ethical awareness and a sense of social responsibility are promoted through topics such as democracy, drugs, alcohol, vaping, and family relationships. Students learn about the importance of respect, tolerance, and inclusivity. Learning about democracy, the British government, and citizenship promotes understanding and acceptance of British values. Problem-solving skills are nurtured as students engage with various topics, identifying and defining problems, considering different solutions, and evaluating their effectiveness.

Furthermore, the exploration of diversity, prejudice, and bullying fosters an understanding and appreciation of different religious, ethnic, and socio-economic backgrounds. The discussions and debates on these topics promote the use of social skills such as active listening, respectful communication, and collaboration. The discussions on diversity, prejudice, and bullying encourage mutual respect and tolerance of those with different faiths and beliefs. Students develop skills and attitudes necessary for active participation and positive contributions to life in modern Britain, such as respecting the rule of law, valuing individual liberty, and demonstrating mutual respect.

During form time and assemblies, volunteering opportunities have been discussed, and students and teachers celebrate the community engagement of others in the year group to promote and cultivate a willingness to contribute positively to various social settings.

In assemblies, Year 7 have explored different SEND needs and have learned to understand the challenges and struggles that people may go through. They have listened and engaged with Yavneh students who are experiencing these challenges and have been encouraged to ask questions and engage to promote a better understanding and

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
	<p>tolerance of difference. They have also learned how they can act as responsible, kind, and caring peers in a supportive and helpful way to those who may have different struggles from them.</p> <p><u>Year 8</u></p> <p>Students are taught about the significance of upholding individual rights while fulfilling their responsibilities towards others. These lessons delve into critical topics such as religious intolerance and discrimination prevalent in society. Students learn about the importance of embracing diversity and combating discrimination based on factors like religion, ethnicity, or social background. Strategies to overcome discrimination are explored, encouraging students to develop empathy, challenge stereotypes, and promote inclusivity.</p> <p>Students gain an understanding of what mental health is and how it can affect individuals. Emotional well-being is emphasized, with discussions about various mental health disorders and their impact. Students are equipped with strategies to identify signs of distress in themselves and others, and they learn how to seek help and support. These lessons promote empathy, reduce stigma, and create a supportive environment for those experiencing mental health challenges.</p> <p>Healthy relationships and sexuality are addressed to enhance social development. Students reflect on their values and expectations in relationships, learning about consent, respect, and healthy boundaries. Understanding sexual orientation is emphasized, fostering acceptance and respect for diverse identities. The pressures surrounding intimacy are explored, and students are equipped with strategies to navigate these challenges effectively.</p> <p>Students learn to work and socialize with peers from different religious, ethnic, and socio-economic backgrounds. They cultivate a willingness to participate in various communities and social settings, fostering cooperation, and resolving conflicts effectively. Volunteering opportunities may also be promoted, encouraging students to contribute positively to society.</p>

**PSHE (Key Stage 4)**

Year 9:

**sexism, homophobia, and transphobia**

Teaching about sexism, homophobia, and transphobia empowers students to challenge stereotypes, biases, and discriminatory behaviors. They learn about the importance of gender equality, acceptance of diverse sexual orientations, and embracing transgender and non-binary individuals. This education promotes respect for human rights, encourages empathy, and fosters a more inclusive and tolerant society.

Discussing these forms of discrimination within the context of PSHCE helps students develop their moral reasoning skills. They learn to critically evaluate the ethical implications of sexism, homophobia, and transphobia, and recognise the importance of treating all individuals with dignity and respect.

**Peer pressure:**

Teaching about peer pressure equips students with the skills and attitudes necessary to navigate social situations effectively. They learn strategies to recognise and resist negative influences, make independent decisions, and assert themselves confidently. These skills enable students to engage in positive social interactions, build healthy relationships, and contribute positively to their own well-being and the well-being of others.

Discussing peer pressure allows students to explore the importance of mutual respect and tolerance towards individuals with different beliefs and values. They learn to appreciate diversity and understand that everyone has the right to their own opinions and choices.

Dealing with peer pressure helps students understand different situations and this comes before the drugs as then there is a clear link how peer pressure can lead to people taking drugs and links to legal implications because of this.

**Managing conflict at home:**

Learning to manage conflict equips students with a range of social skills that can be applied in different contexts. This includes working and socializing with other siblings and parents.

Year 9 students also do the following activities:

Volunteer in the primary school

Mentoring programme with Sixth Form students

Run English interventions for reading/homework/writing

Year 9 students create quizzes for the year group

They create and run assemblies for their peers on topics they want to talk about (in their form groups)

### Year 10

Year 10 – they learn how to use social skills in the real world and in school. They learn respect and tolerance for others and how to build positive relationships. They learn British values through the UK political system.

### Year 11

In the Year 11 curriculum, social development is a crucial aspect that encompasses themes such as gender, homophobia, and workplace behavior and values. The curriculum aims to nurture students' social skills, empathy, and understanding, preparing them for the diverse social environments they may encounter in their personal and professional lives.

Within the curriculum, gender is explored to promote social development. Students are encouraged to critically analyse and challenge gender stereotypes, biases, and expectations. They learn about the importance of equality, respect, and inclusivity, regardless of an individual's gender identity. Through open discussions, activities, and case studies, students explore how gender influences social interactions, relationships, and opportunities in various contexts. This helps them develop empathy and a broader understanding of the impact of gender on society.

Homophobia is another key theme in the Year 11 curriculum, emphasising the importance of social development. Students learn about the diverse experiences of LGBTQ+ individuals and the impact of homophobia on their well-being and social inclusion. They are encouraged to challenge homophobia, promote acceptance, and become allies for LGBTQ+ rights. By exploring this theme, students develop a sense of empathy, respect, and understanding for individuals of different sexual orientations, fostering a more inclusive and supportive social environment.

Workplace behavior and values are also addressed to support students' social development. They learn about the importance of professionalism, teamwork, communication, and ethics in the workplace. Students explore different workplace scenarios and discuss appropriate behavior, respect for diversity, and the consequences of discrimination or harassment. They also learn about the importance of integrity, honesty, and accountability in their professional lives.

Through group activities, role-playing exercises, and discussions, students develop their interpersonal skills, such as active listening, conflict resolution, and cooperation. They gain an understanding of the values and behaviors

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
	<p>necessary for positive social interactions in professional settings. This helps them navigate diverse workplace environments and promotes their social development as responsible and empathetic individuals.</p> <p>The Year 11 PSHE curriculum encourages students to become active participants in their communities, promoting social cohesion and respect for diversity. By exploring themes such as gender, homophobia, and workplace behavior and values, students develop the skills and understanding necessary to contribute positively to society and build inclusive social networks.</p>

**PSHE (Key Stage 5)**

Year 12 and 13 lessons are structured so that students have both quiet reflection time and time for discussion. Discussions and debates foster students' social skills and students are actively taught to respond to their peers with respect, thereby developing their social skills and their ability to empathise. In tackling difficult topics, students learn to discuss positively. This education helps students foster healthy relationships, promote inclusivity, and contribute to a positive social climate both within the school and beyond. This is further developed in the weekly "Big Talk" and the messaging of being an upstander is consistently given. News items for the "Big Talk" highlight those from different backgrounds and lessons often include statistical data, which highlight the different socio-economic groups. When new laws are introduced or discussed in Parliament, they are frequently included in an assembly or "Big Talk". Assemblies are used to mark National and International days, including religious observances. Speakers from other faiths and backgrounds are invited to give talks. The PSHE curriculum for both year 12 and 13 uses case studies and scenarios reflecting the diverse nature of British society and in this way, students learn about the varieties of community in the United Kingdom. PSHE supports the work of the YAHADUT programme, which gives students the opportunity to volunteer and co-operate with a range of communities outside of school.

Students take part in termly reviews and surveys of PSHE and they yearly review the Sixth Form Contract as part of their PSHE lessons, thereby actively demonstrating democracy. The review generates lively discussion and gives students a deeper understanding of how rules work to protect and help a community thrive.

**Year 12**

Students begin the year writing a group agreement for PSHE, fostering a sense of individual participation and responsibility. They write a letter to themselves, to be read at the end of Year 13 and we ask that students identify their goals for school, for community and for beyond. Term 1 focusses students on getting to know themselves, including understanding stress triggers and how stress might manifest in fight, flight or freeze mode and how that might visibly manifest to others. Students learn about conflict resolution and de-escalation, and they discuss and explore their own triggers. A term that is developed and used in and outside of the PSHE classroom is "Community Care" which focuses the students on understanding and supporting each other.

Respect for the Rule of Law is embedded in the curriculum. In covering the topics of online safety, relationships, sexual violence, harmful sexual behaviours, discrimination and inclusion students are taught the laws concerned with these areas. The Equality Act of 2010 and the protected characteristics are consistently referenced and when students cover the top of work they look and learn in detail about the laws governing working practices, including how trade unions work and how to know when the law is being broken in a workplace. They are taught and practice, through interviews and scenarios, professional conduct.

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
	<p><b><u>Year 13</u></b></p> <p>Students begin the year exploring mental health and wellbeing and more specifically they address eating disorders and suicide, and resources focus students on the differing experiences of people in society, including those from different religious and socio-economic backgrounds. This prepares students for their future experiences.</p> <p>Respect and knowledge of the law is embedded in the Year 13 curriculum. Students look in detail at the laws associated with drink and drug use, the Equality Act of 2010 and the laws that govern online use. Students explore the idea of responsibility for upholding the law and they explore the concept of the law as a protective factor, for example asking the question is the new online safety bill enough to protect people from harm online. Students are able to articulately identify behaviours that contravene the Sexual Offences Act 2003. Students are given several scenarios and identify the laws that have been broken, including online laws and driving laws. Students look at responses to extremism and radicalisation and how these work against fundamental British values.</p>
<b>Science</b>	<p>All Years: Co-operation in practical activities, All practicals involve group work and communicating and respecting peers – this is developed from the very start of year 7.</p> <p>Scientific enquiry and the scientific method: Students encouraged to ask scientific questions and to develop an enquiring minds. Lessons always involve opportunities to ask and answer questions – no question is a bad question – provides opportunities to develop learning and Science capital.</p> <p>Tasks throughout SoL involve research, debate allowing students to develop their own thoughts and beliefs.</p>
<b>Sociology</b>	<p>The nature of the subject encourages appreciation of different viewpoints. Students are encouraged to work together to solve problems and take part in research projects as part of a team. The A Level syllabus topic of ‘Crime and Deviance’ involves in depth study of the British legal system. At Yavneh we use national statistical data to look at both national and local crime rates, and an ability to describe the workings of the legal system.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>Spanish</b>	<p>Learn about Global issues, healthy lifestyles and natural disasters in Module 8 of the GCSE SOL in the Shared Area.</p> <p>In Spanish pupils learn about Toledo, the ancient capital of Spain, also called the “city of the three cultures” because three faiths live together for thousands of years to shape Spain as we know it today.</p> <p>In module 4, pupils learn about “Identity and culture”. They learn about Hispanic festivals (Eg: La Tomatina/ La fiesta de los Muertos in Mexico)</p>
<b>Psychology</b>	<p>Pupils learn about the impact and prevalence of mental health issues and psychological disorders. Also covered in relation to social development is conformity and obedience and a discussion about not using ‘following orders’ as an excuse for committing bad deeds e.g. in Abu Graib. Pupils also get to delve into the fallibility of eyewitness testimony and its link to false convictions.</p>

## Cultural development

Through the curriculum, pupils develop:

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

An understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain

An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

A knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity

An ability to understand, accept and respect diversity (as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities)

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>Art</b>	Students study artists that come from a range of cultural backgrounds. They then use these studies to help develop their own pieces of work. Students work at KS4 and KS5 is influenced and based on their culture and personal beliefs. This forms their Personal Portfolio for GCSE and A-Level Art.
<b>Business</b>	We look at how different businesses contribute to society and how this has been a large area of interest for business through corporate social responsibility. Students look at the political landscape in the UK to show an understanding of how Business must follow the law.

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p><b>Design and Technology</b></p>	<p>We look to expand student's knowledge of other culture's influences on design and manufacture including an increasing awareness of the influences digital manufacturing developments from other countries is having on the designing and making of products that we use. Cultural education in Design and Technology at Yavneh, reflects on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.</p> <p>It investigates how diverse cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.</p> <p>Design and Technology is taught in diverse groups of mixed gender, allowing different ideas and viewpoints to be shared and respected in a productive manner. <b>Project based teaching at KS3 and KS4</b> allows teachers to set challenges to explore and understand diverse cultures through research, practical experience, and sensory emersion. Analysis and evaluation are key activities across KS3 and KS4 in Design and Technology.</p> <p>In all our SOLs we also provide students with local artists and craftspeople and use themes such as The Memphis Design Group and Contemporary Pop Art to be able to explore more recent cultural changes in art and design movements. Students at GCSE will have the opportunity to visit London South Bank University to have an immersive day on sustainability and at KS3 visit the YOUNG V&amp;A and Design museums.</p> <p>Students are given the opportunity for extracurricular clubs that look at designing on the laser cutter for family members with different beliefs, likes and dislikes and friends outside of school with diverse needs, sexual preferences and the role gender plays within design.</p>
<p><b>Drama</b></p>	<p>KS3 - Students study plays from different time periods and different cultures. They will then develop skills based upon the scripted study they have completed.</p> <p>KS4 - Students have to complete a further study into their set texts. This study includes understanding fully the cultural contexts of the works that are being studied and performed.</p>
<p><b>Economics</b></p>	<p>The course encourages improved understanding of different faiths and cultural diversity, while promoting acceptance and respect for diversity within local, national, and global economies.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>English</b>	<p>Our curriculum ensures breadth of a range of authors from across our rich Literary Canon, and texts/contexts studied date back to the 16<sup>th</sup> Century to encourage pupils to appreciate their own heritage and how this has been influenced by the past. We recognise the demographic limitations of named authors within the National Curriculum, and how the majority of the Literary Canon is confined to predominantly cis, white, middle-class, largely male authors, whom address heteronormative issues. We deliberately broaden our curriculum as much as possible, by selecting texts from diverse authors from all racial, cultural and social backgrounds. Within non-fiction units (KS3-4), we include texts that discuss historically taboo topics such as homosexuality, poverty and race, in order to have challenging conversations within the classroom. We embed these topics from the start of their journey in Year 7 within the News unit, and aim to normalise these conversations for all pupils so they feel confident and equipped for modern British life, and also ensure pupils are tolerant of other opinions. The cultural landscape of language surrounding LGBTQ+ matters and matters of gender and race is changing constantly, and our schemes of work embrace these changes through deliberate teaching of appropriate language. Our entire curriculum encourages political engagement, and pupils are equipped with knowledge of Britain's parliamentary system right from year 7. We teach beliefs of different political ideologies as well as the core beliefs of the lead political parties in the UK. See Appendix</p>
<b>Food Technology</b>	<p>Year 7 – cooking a variety of recipes from different cultures,</p> <p>Year 8 – word food unit – focuses on different cuisines and cooking styles. Home learning on the culture and cuisine of their choice reinforces this and gives opportunity for more in depth exploration.</p> <p>KS4 – Students study British and International cuisines as part of their specification. Understanding the key features of each. This is reinforced through practical and cooking a variety of dishes with a cultural theme throughout the course.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p><b>French</b></p>	<p>GCSE French and Spanish texts introduce cultural diversity eg bull fighting and Spanish festivals such as las fallas de Valencia linked to pagan religious beliefs, Los San Fermina's in Pamplona and French (14th July 1789) festivals which are celebrated.</p> <p><b>French Paris Exchange in Year 10</b></p> <p>Pupils learn about French history essentially post 1789 through a visit to the Louvre Museum and visits through Paris, which explain France as it is known today</p> <p>Through the French exchange pupils learn to get to know pupils from a different culture and to connect with them.</p> <p>European Language Day</p> <p>Celebrating languages with activities during form time</p> <p>Teachers encouraged to take register</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p><b>Geography</b></p>	<p>Year 7</p> <ul style="list-style-type: none"> <li>- Make up of UK's population – range of cultures, religions, migrants</li> <li>-How migrants have shaped UK culture and their own lives e.g. changing shops on the High Street</li> <li>-Seeing benefits of UK's diversity</li> </ul> <p>Year 8</p> <ul style="list-style-type: none"> <li>- Understanding range of different cultures, based on lessons on Africa topic and cities topic</li> <li>- Refugee crisis – role as UK citizens</li> </ul> <p>GCSE</p> <ul style="list-style-type: none"> <li>- Changes in UK economy, understanding of globalization and the shift in the UK economy as a result of interconnectedness</li> <li>- Reliance in UK of other cultures</li> <li>- Brexit</li> </ul> <p>A LEVEL</p> <ul style="list-style-type: none"> <li>-Global systems and governance – UK policies e.g. trade agreements, Brexit, tariffs/quotas</li> <li>Impact of product trading on their own lives</li> </ul>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<p><b>History</b></p>	<p><b>Year 7</b></p> <p>Understand cultural influences through learning about Normans and British Empire</p> <p>Recognise role of democracy through learning about Charles I and Civil War</p> <p>Learn about commonalities with different cultures through studying British Empire</p> <p>Learn about other cultures through Empire unit</p> <p><b>Year 8</b></p> <p>Gain understanding of cultural influences and commonalities of culture through looking at migration into Britain and rights in Britain</p> <p><b>GCSE</b></p> <p>Learn about key British institutions like Church of England through Elizabethan unit</p> <p>Gain interest in cultural diversity through exploring culture in Weimar Germany</p> <p><b>KS5</b></p> <p>Learn about other cultures through America and South Africa</p> <p>Gain knowledge of cultural influence on Britain through Empire unit</p>

**Informal Jewish  
Education / Yahadut**

**Year 10 – Alan Senitt Upstanders Leadership Programme** - The Alan Senitt Upstanders Leadership programme brings together year 10 pupils from 4 different schools Yavneh College, Guru Nanak Sikh Academy, Watford Grammar School for Boys and JCoss to gain skills to enable them to make a difference within their local community. It brings the pupils together for seminars once a month where they take part in sessions about leadership skills and inclusivity, the course brings all the skills together that they learn in seminars to enable them to run a project to enhance their local community. This year the Yavneh College group are creating a recipe book for children with additional needs which is inclusive and easy to use.

**Am Echad** – Charity events run by pupils for pupils to raise money for our 3 school charities. Each year the pupils vote for one UK Jewish charity, one UK non-Jewish charity and one Israeli charity. This year our school charities are Gratitude, Lev LaLev and JBCS. Events have included tuck shops, football matches, own clothes day.

**Mitzvah Week** - Hands on activities which provide non-financial support for our 3 school charities. The aim is for pupils to contribute to the community by just giving time.

Projects included:-

90 Chanukah Cards for Jewish Bereavement Counselling Service (JBCS) volunteers that give of their time, thanking them for all they do

150 Chanukah Bunting messages for the Lev Lalev Girls Orphanage & Children's Home

150 Gifts wrapped for US Chesed to give to asylum seekers, children who have been affected by domestic abuse and other families in need for Chanukah and Christmas.

240 Christmas decorations for Gratitude & Borehamwood Multi-Purpose Day Service on Aycliffe Road (For adults with learning disabilities and older people)

300 Bookmarks for JBCS users & Chanukah cards for the volunteers that give of their time

300 toiletry packages for NHS nurses

500 flower bulbs planted for local communities

= 1730 Mitzvah Week Mitzvot!

**YSE** – Year 10 – YSE aims to build the next generation of socially minded entrepreneurs, through a unique interactive educational experience and enterprise opportunity and encourage students to reflect on their worldview and connect with marginalised and impoverished communities. Pupils design and develop their own social enterprise

in response to challenges faced in these communities. In turn, participants research and prepare a professional standard project proposal form, conduct a cost benefit analysis, and pitch their idea to industry experts.

**Etgar Israel – Year 9 Competition** – Etgar Israel aims to provide pupils with a foundational knowledge of the history, politics and culture of the State of Israel. Yavneh College pupils competed at Etgar Israel on Yom Haatzmaut against over 100 students in an interschool quiz.

**Chanukah – Whole School** - To celebrate festival of Chanukah we have a charity Chanukah fair for KS3, all pupils take part in inflatable activities, daily candle lighting services take place at which local Rabbis address pupils and pupils receive Chanukah gifts.

**Year 12 – Poland Trip** - The Yavneh College Poland Trip gives our students a unique opportunity to learn about European Judaism of the Middle Ages as well as seeing first hand some of the sites where a third of World-Jewry was destroyed.

**The Together Plan - Making History Together** - is an exciting and unique, innovative and interactive programme. It provides a safe and age-appropriate introduction to the Holocaust, a journey to the past to build a better future, discover the story of the Jews of Belarus, one which many people have never come across, a chance for pupils to become changemakers and contributing to a ground breaking exhibition, giving the past a presence.

We were fortunate to be the first school to host the Making History Together exhibition in our LRC in the run up to HMD which all pupils & parents had an opportunity to visit.

We wanted pupils to consider how ordinary people, such as ourselves, can perhaps play a bigger part than we might imagine in challenging prejudice. During form time all pupils had an opportunity to discover history together, with a focus on Anna Machiz. Once pupils learnt about her, they wrote letters to Leonid Tsyrynskiy, her nephew which were gratefully received in Belarus.

**Tu B'Shevat**- Tu B'Shevat is Jewish festival which focusses on nature and the environment. All pupils receive a free fruit pack to promote healthy eating and to celebrate the festival. Year 7 pupils take part in a Tu B'Shevat Seder at which they learn about their responsibility to the environment and this is linked to Jewish sources.

**Year 7, 8 and 13 – Shabbatonim** - The Shabbatonim provide a weekend away, the opportunity for pupils to develop friendships and to have a great deal of fun whilst experiencing a Shabbat in an authentic atmosphere.

Each year group focus on a specific theme at their Shabbaton

Year 7 – Unity.

Year 8 – Kindness.

Year 13 – The future.

Pupils take part in a variety of activities throughout the weekend including special Shabbat prayers, sessions focusing on the theme of the weekend, singing Shabbat songs, socialising with friends and youth leaders and a fun activity when Shabbat finishes. These activities have included roller skating, laser mission and Jump In.

**Purim – Whole School** - A fun day to celebrate the Jewish festival of Purim. Pupils and staff wear fancy dress and take part in a variety of sessions linked to the day. Educational sessions include a Megillah reading, learning about the festival, a Purim Seudah (festive meal). Activities have included inflatables, quizzes, musical Bingo, Gaming.

**Shalva Marathon** – A group of sixth form students joined charity Shalva at the Jerusalem Marathon. They fundraised in advance and ran the marathon. They spent the weekend with a diverse group of runners who travelled from all over the world to participate.

**Yom Hashoah** - All pupils start this solemn day with a ceremony led by students who have been on the Poland Trip. Pupils spend lesson time during the day learning about the Holocaust. Holocaust survivors have spoken to pupils and pupils participate in our Memories programme where they focus on one specific person who perished in the Holocaust.

**Yom Hazikaron** - All pupils take part in a memorial service at the beginning of the day led by pupils and Israeli staff. Pupils took part in a Memory Run in which they ran in memory of a fallen Israeli soldier or victim of terror.

**Yom Ha'atzmaut** - A day of celebration for Israeli Independence Day which includes a whole school assembly with prayer and an Israel Fair to celebrate.

**Project Smile** – Year 7 – 11 - This is a volunteering enrichment in which we work closely with local charities Gratitude and Comfort Cases. The enrichment gives pupils the opportunity to take part in a variety of volunteering focussing on the feelings of others. Volunteering has included:-

Purim parcels packing

Easter Card making

Ramadan gift packing

Homeless blanket making – Cutting material which would then be sent off to make blankets for the homeless and those in need

Mothers day cards / gift packaging

King Charles bookmarks and posters

Fathers day card making / gift packaging

Packing hygiene kits

Packing backpacks to give to children in foster care.

**Taste of Israel** - This lunch time club teaches pupils about Israeli geography and culture. Pupils participate in interactive activities with our Shinshinim (Israeli volunteers).

**Tzedakah Box Challenge** - As part of being on the Am Echad charity committee, pupils are encouraged to be ambassadors out of school, representing the school, our school motto of 'A world built on kindness' and our 3 school charities. Each term the committee are set a challenge of who can raise the most money out of school. Challenges have included out of school bake sales, hair cuts, sponsored walks, Monopoly board challenge where each place on the Monopoly board was visited, sponsored runs and making & selling bracelets. It gives our pupils a sense of ownership & that they have achieved helping to reach the yearly goal of £15,000 for charity.

**Jack Levene Olam Chessed Yibaneh Award** – Year 13 – The award recognises achievements in volunteering from throughout the chosen students time in school which culminate in the 6<sup>th</sup> form. We have so many students who make us proud with their impressive volunteering from year 7 through to year 13 and the prize will enable the recipient to donate money to a charity of their choice who they have volunteered for or helped.

**YCLP – Yavneh College London Programme** - A 2.5 week programme at the end of year 9 in which pupils take part in a variety of programmes to learn about British culture, geography and society, strengthen friendships and focus on their identity. Programmes, team building activities, volunteering for local charities, Havdalah candle making and challah baking.

**J-Art** – A weekly enrichment where pupils create their own Judaica such a Challah covers, Chanukiot and create displays about Chagim for the school.

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
Ivrit	<p>Festival of spoken Hebrew</p> <p>Students watch an Israeli show about cultural issues such immigration and as a melting pot Students learn in advance the songs from the shows so they can join in</p> <p>Y12 student magazine</p> <p>Students write articles on social topics that interest them such as moral and ethical dilemmas and as well as current events</p> <p>Y9 YCLP Israel day</p> <p>Students learn about Israel and Israeli culture through quizzes and fun games Cooking Israel food such as shakshuka</p> <p>Israel's Independence Day</p> <p>Celebrating with students Quizzes/songs/videos</p> <p>End Of Y8</p> <p>Showing students, the film Little Heros which deals with topics of immigration and growing up in Israel</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>Jewish Studies</b>	<p>Year 7: Pupils learn about the origins, development and fundamental principles of the religion of our country.</p> <p>Year 8: Pupils learn about the origins, development and fundamental principles of Islam. The unit also provides an opportunity to compare and contrast the differences between Islam and Judaism, appreciate our shared values and respect our diversity.</p> <p>Pupils also learn about the origins and development of the two main ethnic groups within Judaism which developed between the 9th – 11th Centuries. The Unit also encourages pupils to research their own family background and allows pupils to appreciate the diversity in culture within their own religion.</p> <p>Pupils also look at the principle of law and the law system in Judaism and see how this transpires into the British society and how they are similar and where they vary. In addition, it looks at the importance of judgement and the effects of prejudice.</p> <p>Year 11: One topic provides an opportunity for our pupils to learn about the fundamental beliefs of the major world religions and teaches the importance of tolerance and respect of other religions by guiding pupils through the Jewish teachings towards world religions in the Sacred Texts and Commentaries.</p>
<b>Maths</b>	<p>Maths 4 girls events – we have guest speakers come into school to promote Maths for Girls and talk about their journey with mathematics and how it helps them in their current role.</p>
<b>Music</b>	<p>Enrichment - YC Singers covers a variety of songs both Israeli pop and Hebrew songs where students learn how music has been used in Jewish religious and cultural practice. Students experience performing songs from the musical theatre tradition and this is shown in the annual school production</p> <p>At Key Stage 3 - students cover popular styles from different cultures - such as modern popular music, Reggae.</p> <p>At Key Stage 4 - areas of study that are covered are Musical Forms and Devices and Music For Ensemble (covering Western Classical Music 1650-1900, as well as Blues, Jazz and Musical Theatre), Film Music and Popular Music (covering pop, rock, bhangra and fusions of different styles). All of this covers development of British Pop and Rock genres, American Blues, Rock n Roll and Jazz as well as music from South America and Asia fused with other popular styles.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
PE	<p>Pupils recognize and discuss the differences roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances.</p> <p>In year 8 pupils study tribal dances from the southern hemisphere. Pupils will discuss in GCSE PE how culture affects what sports different nations excel at and how cultural traditions can affect which sports.</p> <p>In BTEC Sport pupils apply their knowledge regarding sport and physical activity and apply it to different people from different backgrounds. They then come up with solutions to make them more physically active</p>

**PSHE (Key Stage 3)**

Year 7

In Year 7 students develop cultural awareness by learning about the diverse backgrounds and experiences of their peers during the transition to secondary school, fostering understanding and empathy.

Cultural appreciation is also nurtured through discussions on healthy lifestyle choices, where students explore different cultural practices and traditions related to food, promoting respect for diverse dietary preferences.

The topic of democratic government in the UK highlights the cultural significance of democracy and its values, such as freedom of speech and equal rights.

Through the Relationships topic of diversity, prejudice, and bullying, students are exposed to the importance of embracing diversity, challenging prejudice, and creating a culture of acceptance in school and the wider community.

Additionally, during career exploration, students learn about various professions and industries, including those that celebrate diverse cultures and heritage. This helps them appreciate the richness of different cultural backgrounds and the contributions made by individuals from diverse cultures.

Year 8

Option prep PSHCE lessons provide students with valuable insights into their interests and passions, helping them shape their future career paths and personal development. By exploring subjects they enjoy and want to pursue, students gain a deeper understanding of their skills and talents, enabling them to make informed choices regarding their career aspirations.

Additionally, the age discrimination and racism unit emphasizes the importance of understanding different cultures and the discrimination they may face. Students learn to appreciate diverse cultural influences that have shaped their own heritage and that of others, fostering a sense of respect and empathy.

They also gain knowledge about how laws are passed and the parliamentary process, including religious aspects such as contraception. This understanding contributes to their cultural development and prepares them for life in modern Britain.

Furthermore, PSHCE lessons cultivate a willingness to participate in artistic, sporting, and cultural activities, encouraging students to explore their interests and broaden their horizons. They promote an interest in

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
	understanding and respecting different faiths and cultural diversity, fostering tolerance and positive attitudes towards various religious, ethnic, and socio-economic groups within local, national, and global communities.

**PSHE (Key Stage 4)**

Year 9:

**Remembrance Day:**

Exploring Remembrance Day helps students understand and appreciate the cultural influences that have shaped their own heritage and that of others. They learn about the historical significance of the day and the impact of war on society, fostering a deeper understanding of their own cultural identity and the diverse backgrounds of their peers.

Learning about Remembrance Day encourages students to appreciate the range of different cultures not only within their school but also in the wider community. They gain an understanding of the various perspectives and experiences of individuals from different cultural backgrounds. This education fosters inclusivity, empathy, and prepares students for life in modern Britain

Remembrance Day provides an opportunity for students to recognise and value the things they share in common across cultural, religious and ethnic communities. They come together to commemorate and honor the sacrifices made by those who served in conflicts, emphasising shared values of remembrance, respect, and gratitude.

Exploring Remembrance Day allows students to gain knowledge of Britain's democratic parliamentary system and its central role in shaping the nation's history and values. They learn about the importance of upholding democratic principles, including freedom, equality, and justice. Also, this knowledge can help students take part in sport or cadets

**Exam preparations:**

Exam preparations provide an opportunity for students to recognise and value the things they share in common across cultural, religious, ethnic, and socio-economic communities. They engage with shared knowledge, educational experiences, and academic goals. This fosters a sense of unity, respect for shared values, and collaboration among students from diverse backgrounds.

Engaging in exam preparations helps students recognise the diverse range of subjects they have to prepare for and the importance of understanding and respecting different areas of study. It encourages an open-minded approach to learning and finding the best way for the individual to work on to enhance their learning. Work is done in small groups and working with others also links to their social skills.

**Local communicates:**

Exploring local communities allows students to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others. They learn about the customs, traditions, and historical events that have shaped their local area, fostering a deeper understanding of their cultural identity and heritage.

Learning about local communities exposes students to the range of different cultures within their immediate surroundings and beyond. They gain an understanding and appreciation of the diverse backgrounds, languages, traditions, and experiences of individuals from various cultures. This helps promote inclusivity.

By studying local communities, students develop an interest in exploring and improving their understanding of different faiths, cultural practices, and cultural diversity. They gain insights into the contributions and experiences of individuals from diverse backgrounds, promoting respect, empathy, and tolerance.

#### Year 10:

Year 10 – understanding of a range of cultures, religions when learning about Brexit, tolerance and respect. Assemblies delivered about tolerance for other religions, LGBTQ+ and encouragement for growth mindset to try new things. Students also learn about the British parliamentary system.

#### Year 11

Cultural development holds great significance. The curriculum aims to foster students' understanding and appreciation of diverse cultures, promoting intercultural competence and a sense of global citizenship.

Through activities, presentations, and guest speakers, students have the opportunity to learn from individuals of diverse cultural backgrounds. They engage in discussions that challenge stereotypes, promote respect, and develop cultural sensitivity. By listening to different perspectives and experiences, students broaden their horizons and develop empathy towards people from different cultural backgrounds.

Cultural development in the Year 11 PSHE curriculum also involves promoting respect for cultural diversity and combating discrimination and prejudice. Students learn about the harmful effects of stereotypes, racism, and homophobia. They explore strategies to challenge and address these issues within their communities and society at large. The curriculum encourages students to actively promote equality, inclusivity, and social justice.

Furthermore, cultural development extends beyond the classroom. Students are encouraged to engage with cultural activities, such as attending cultural festivals, visiting museums, and participating in community events. These experiences provide opportunities for firsthand exposure to different cultures, fostering a deeper understanding and appreciation.

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
	<p>By integrating cultural development within the Year 11 PSHE curriculum, students gain the knowledge, skills, and attitudes necessary to navigate diverse cultural environments. They become culturally competent individuals who can embrace diversity, challenge prejudice, and contribute positively to a multicultural society. The curriculum nurtures a sense of cultural appreciation, empathy, and respect, fostering an inclusive community</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
PSHE (Key Stage 5)	<p><b><u>Year 12 and 13</u></b></p> <p>Assemblies are used to widen students' experiences of cultural experiences and their own and others' heritage. Opportunities to explore democratic processes and understand their role in the future political landscape are offered in form times and during the weekly debates.</p> <p><b><u>Assemblies</u></b></p> <p>Speakers who have included David Wolfson of Tredegar, a previous MP who works as a lawyer for the government</p> <p>Remembrance Day</p> <p>National and International Days</p> <p>Religious Days for all Faiths</p> <p>Interfaith Speakers</p> <p>Recognised Months</p> <p><b><u>The Big Talk</u></b></p> <p>Topics are based on current political news stories and have included our right to protest, the banning of children's books in America and the proposed migration bill.</p> <p>Within the curriculum for both Year 12 and 13, resources including films, books, newspaper articles, social media, and often songs are used to widen students' cultural experiences and artists from a broad range of society. When songs are used for example, built into the lesson is some biographical information about the artists, thereby cultivating an understanding and appreciation of the range of different cultures.</p> <p>In both Year 12 and 13 when students tackle the topic of discrimination and bias, students spend time examining and evaluating their past cultural influences including the books they read for GCSE, the films they watch, the TV programmes they watched when younger and they analyse their current influences. Throughout their PSHE programme they are challenged to decide how they can respond to discrimination, and they are actively encouraged to educate themselves about their heritage and the heritage of others and they are introduced to poets such as Athol Fugard.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
<b>Science</b>	<p>All years- Raising awareness that scientific developments are the product of many different cultures, shown on displays in classrooms and discussed throughout the curriculum.</p> <p>Extra curricular: Y7 trip to Big Bang Fair, Events throughout British Science week, led by teachers and Y12 students including external speakers, accessing 'I'm a scientist' conversations with real scientists – exploring possible careers in STEM, Y12 trip to ESA.</p>
<b>Sociology</b>	<p>Many of the topics covered within the syllabus explore cultural differences. We explore and debate the cultural differences in families and households, examine the differences in educational achievement – cultural, gender, class. We use statistics to explore cultural differences in criminal activity and explain criminal activity by looking at the role of the criminal justice system. We also look at how social class can affect academic achievement (material and cultural deprivation).</p>
<b>Spanish</b>	<p>GCSE French and Spanish texts introduce cultural diversity eg bull fighting and Spanish festivals such as las fallas de Valencia linked to pagan religious beliefs, Los San Fermina's in Pamplona and French (14th July 1789) festivals which are celebrated.</p> <p>Spanish exchange to Toledo/Madrid Y10</p> <p>Pupils learn about the rich religious and historical heritage of Spain, which shaped Spain as we currently know it.</p>
<b>Psychology</b>	<p>Assessing ethno-centric bias in research and how Western societies view their behaviours as being 'the norm' and anything deviating from that as abnormal. Linking this to mental illness diagnosis, levels of conformity, eating disorders and attachment types due to cultural differences e.g. different types of attachment in Germany, Israel, USA and Japan.</p>

## **English Appendix**

English Curriculum covering SMSC & British Values

Years 7-13

### **English Curriculum**

It should be noted that the following SMSC/British Values are discussed in every English lesson as an extension of all texts and ideas that are being studied. Below I have listed the main texts taught, and how the themes extend into SMSC/British Values. Whenever a theme is discussed and studied, it is done so in relation to the relevance it had at the time the text was written, and its relevance to the present.

#### **Year 7**

Ghost Boys: Diverse voices, race, prejudice, grief, Justice

A Monster Calls: Death/Loss/Grief/family relationships/divorce/cancer/love/ bullying

Origins of stories – diversity, representation, gender stereotypes, understanding other perspectives, tolerance

Poetry – identity, acceptance, diversity

Shakespeare: relationships; the family; loyalty; British history, power

News – Bias, acceptance, refugees, LGBT+ rights, mental health, loss, influencers, stress, NHS,

#### **Year 8**

Boy 87: struggles of refugees, immigration, loss, family

Long Way Down: Conflict, power, crime, love, moral choices, sibling relationships, diversity, race, modern Britain, gun crime, institutional racism, white privilege

Poetry – Poverty, diverse voices, family, love, identity, life in low-socio-economic communities, war, loss

Victorians – child poverty, historical Britain, innocence and experience, childhood experiences, growing up, identity, child abuse

Shakespeare - relationships; the family; conflict; love; feuding; sexuality; women; British history; religion, changing attitudes to illegitimate children

Gender: perceptions over time, masculinity and femininity, gender fluidity, inequality, tolerance

#### **Year 9**

Heroes – government, war/ conflict, propaganda, loyalty, history, predators, grooming, sexual assault, gaslighting, heroes and idols

The Crucible: Prejudice, morality, inequality, relationships, injustice, law, McCarthyism, history, puritanism, corruption, defending reputation

Writing Unit: self- expression, any range of topics can be explored within students' writing.

An Inspector Calls: socialism; capitalism; political ideologies, responsibility; morality; seven deadly sins; youth and age; tradition & modernity; gender; relationships; the family; British history

### **Year 10**

Macbeth: relationships, betrayal, loyalty, conflict, women, British history, the monarchy, religion, British history, mental well-being, morality

Language Paper 1- British history, identity, fear, loss,

Jekyll and Hyde – conflict; law and order; morals, British history, hypocrisy of the middle class, queer theory

### **Year 11**

Language Paper 2 – diverse voices, issues facing modern Britain

Poetry – relationships; acceptance; dealing with conflict, propaganda, loss, responsibility of nature, growing up

### **Year 12**

The Great Gatsby: relationships; obsession; love; marriage; class; wealth; gender

Love poetry: relationships; obsession; love; marriage; class; wealth; gender, loss

Othello: relationships; betrayal; race; gender; class.

### **Year 13**

A Streetcar Named Desire: women; religion; morality; marriage; relationships; class; societal expectations; abuse

Duffy's poetry: women; mental health; relationships; love; abuse

Handmaid's Tale: women; patriarchy; abuse; power; society; democracy