



Good Practice Guide

At Ark William Parker, we fully understand that the development of our students spiritually, morally, socially and culturally is the responsibility of all members of the academy community. Each community member, regardless of their role, contributes to this personal development of the young men in our care.

The academy’s church school status, our assembly and tutorial pattern, our additional dropdown days and events along with our vision document, our core values and our Parker Manners and Parker Rewards all work collaboratively to develop the core awareness, values, skills and understanding that we seek for our students. However, in addition to that, we expect this development to take place day by day in and around the classrooms and the different subjects taught.

It is impossible to ‘map’ this provision as, whilst some of it can be identified in advance through perusal of our schemes of work, other opportunities present themselves on a regular basis through the events of school life and the class discussions and conversations held. The following documentation does not seek to be a comprehensive map, therefore; rather, it serves as an exemplar of the types of development opportunities that will be found at Ark William Parker. It is a useful resource for parents, for leaders who are checking that these opportunities are being taken and for staff who are training or new to the Ark network and seeking to align their practice to the expectations we set.

1. The spiritual development of pupils is shown by their:

<ul style="list-style-type: none"> Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values 	<p>Themes – Thoughts for the week tutor activities. (TFTW) Religion and Philosophy teaching units Specific events for Church status/ other faiths. Learning about Islam, Hinduism, Sikhism. Safer around sex. RP and PSHE Discuss issues around story (morals) of Oliver Twist, MacBeth/belonging/relationships/exploring own identity. English Ethics SoW – Applied Business In ISEND through Thrive mentoring we address all of these elements. You may see evidence of this in an action plan, which 1 can provide, especially bullet 3. ISEND Listening and analysing different genres of music in KS3 and KS4. Drawing conclusions/comparisons between UK and other cultural and religious music. MUSIC Design products different social groups. DT Group/paired work of students with different beliefs demonstrating a respect for one another. ALL Fantastic places – looking at other beliefs and comparisons to ours. GEOGRAPHY Reflect on how personal beliefs affect ethics of science. SCIENCE Exploring Food and culture.MFL</p>
<ul style="list-style-type: none"> Sense of enjoyment and fascination in learning about themselves, others and the world around them 	<p>Themes – Thoughts for the week. Student voice. SMSC Controlled Ass – Ap Bis. Globalisation – Econ GDP. BUSINESS Participating in world music units of study including African Djembe drumming (KS3) performing and composing in different cultures (KS4). MUSIC Peer, Self-assessment tasks. ALL Exploring design ideas and creating new products. DT Chance to take investigative lessons/topics in different directions to achieve their answers/solutions. DT/SCIENCE/MATHS</p>

	Love for subject. Numbers at take up for GCSE. ALL Use of Games for 1 st Language use. MFL
<ul style="list-style-type: none"> Use of imagination and creativity in their learning 	<p>Art/ Music. Use of poetry/ letter writing within RP. RP Through creative KS4 writing/poetry unit KS3/KS4. ENGLISH Posters – wise food shopping/keeping food safe/Personal hygiene. PSHE/FOOD/SCIENCE A review of pupils self evaluation is conducted at Christmas and I can print evidence of self evaluation progress. BUSINESS/ICT Performing and composing for a wide range of periods and cultures in music. MUSIC Devising any strategies or tactics with practices or games. Gym routine. PE Exploring design ideas and creating new products. DT Creating sequences from patterns or tessellations and reflections. MATHS Map work. GEOG</p>
<ul style="list-style-type: none"> Willingness to reflect on their experiences 	<p>Students often have to compare their own lives to those of a religious believer. RP Re-teach/green pen following deep marking. ENGLISH Green pen. Reflection time. Star chef – respect of each other’s work. FOOD Green pen. ALL Self-reflect of progress and targets. MATHS Green pen. Video playback. PE Development of Design ideas taking into account clients views. DT Green penning of work. Repeat teach of Y11s following the mock examinations. Fieldwork, evaluations. GEOG Peer to peer teaching aspects of science, group work. SCIENCE</p>

2. The moral development of pupils is shown by their:

<ul style="list-style-type: none"> Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing respect the civil and criminal law of England 	<p>TFTW/Assemblies/Buzz session activities/PSHRE programmes. SMSC/PSHE/RP Explore issues around what is right/consequences of actions MacBeth KS4, Oliver Twist KS3. BMC. ENGLISH Food provenance: RSPCS assured/Red tractor symbol/sustainability. FOOD Ethics – Legal BTEC KS5. BUSINESS Involvement of youth offending team. Safe around sex programs. Referrals to U19 substance misuse team. ISEND/PSHE All rules within sport. PE Social, moral and cultured aspects of designing. Age related content, appropriate images and materials. DT BMC. ALL BMC. Migration unit Y8 GEOG Bio ethics – the law SCIENCE</p>
<ul style="list-style-type: none"> Understanding of the consequences of their behaviour and actions 	<p>BMC/PSHRE. BMC – Texts of KS3/KS4. ENGLISH Rules in food technology. BMC. FOOD Behavioural monitoring. ISEND BMC -ALL How good design changes lives. DT Behaviour Policy on show in all classrooms and demonstrated in classrooms. ALL</p>
<ul style="list-style-type: none"> Interest in investigating and offering reasoned views about moral and ethical issues and 	<p>Religion and Philosophy schemes of learning – IVF, Contraception, Euthanasia, Abortion, suffering and evil. PSHE/RP Discussions about texts. Poems that explore race, class, relationships Inspector calls/ Blood Brothers KS4. Paper 2 – writing to persuade/ argue, reading texts from different perspectives. ENGLISH</p>

<p>ability to understand and appreciate the viewpoints of others on these issues</p>	<p>Fairtrade, food miles: Group work on these. Healthy eating: Sugar/Salt/Fat and consequences in diet. Free range/organic. Vegetarianism. FOOD Ethics Applied Bus. BTEC, Y6 enterprise. BUSINESS/ICT Behavioural monitoring. -ISEND Listening and analysing to different genres of music to identify the historical context, moral and ethical issues of celebration, ie marriage. Use of lyrics to tell stories or fables etc. Hold protests etc. MUSIC Banned substances in sport (GCSE/A Level spec) PE Researched into existing products. DT Fieldwork investigating viewpoints. Fairtrade food rules, global working. GEOG Science investigations and experiments- SCIENCE</p>
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3. The social development of pupils is shown by their:

<ul style="list-style-type: none"> • Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds 	<p>Student voice, prefects, prayer spaces –PSHE/RP Restore, reform respect workshop-PSHE PSHRE Drop down events – streetwise, safe drive- stay alive(VIth form). PSHE Group work, peer assessment. Explore values, morals and traditions through texts. Paired working in kitchen area. Group work to discuss ethical/moral. FOOD Lessons Econ. ECONOMICS Social skills group that occurs once a week. ISEND Any sporting activity. Curriculum and extra curriculum. Fixtures vs other schools. Teamwork – making joint projects together. PE Maths wrangle – team work across the years and between academy schools.MATHS Fieldwork. Classwork. Debate. GEOG Music Performances- MUSIC Group activities- SCIENCE</p>
<ul style="list-style-type: none"> • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively 	<p>Student voice, trips and visits – Auschwitz, Ypres, - Villiers park, running school stomp at Blacklands and Little Ridge. Joint Christmas service/ Peer Mentoring. Open evening. Prefects. PSHRE Environments Y7-1 working together. GEOG Teacher/student relationships. Detentions and reconciliation. ALL In the past, Valentines Tea Party. Lessons – stake-holders conflicts. See above. Also pupil premium form to fork tours. ISEND Festivals. District/County competitions. Leadership at Primary events. Enrichment – chess club. ENRICHMENT Willingness to represent the department at open evenings. Paired/grouped works in lessons and investigations. Enrichment - develops relationships between students and staff. ALL Answering questions. Enrichment. Student support at open evenings. Helping each other. ALL Visits to Spain engaging in cultural visits –MFL</p>
<ul style="list-style-type: none"> • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and 	<p>Religion and Philosophy schemes of learning, student voice, PSHRE – schemes – learning materials. Prevent/ British Values assemblies. TFTW/SMSC activities. Discussion through paper 2 texts. Non-fiction 19th & 20th. Range of themes that develop understanding of social issues. ENGLISH EHKWS referrals. Behaviour mentoring. Farm to fork tours (pupil premium) . Food in different faiths. Legal – Act 3 Ap B/CS, Law/ICT, Law. BUSINESS</p>

beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Explore Historical political nature of UK –HISTORY Units of study -HISTORY Participating in local events, Ark Gala Festival, workshops and joint Christmas service, commemorative services. Participating successfully in the music community circle. MUSIC Traditional British Sports are played. PE Design situation – designing that enhances people’s lives. DT Different cultures in fantastic places, China, Japan, Africa. Ideas of globalisation. GEOG Ethical implications- SCIENCE
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4. The cultural development of pupils is shown by their:

<ul style="list-style-type: none"> Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others 	<p>Religion and Philosophy schemes of learning. Learning environments – celebrate the different cultures. Resources for experiential learning. RP Appreciation of literacy heritage. Mastery KS4 curriculum. ENGLISH Food in different faiths/staple foods of other countries. FOOD Ethics. BUSINESS/ICT Thrive mentoring. ISEND Changing Nature of British Society - HISTORY AS PE unit of work. Pre industrial Britain. How it shaped our sports. Contemporary Sport. PE Analysis of Album/Arts/Artist and designers. ART/DT Shapes, patterns and symmetry during geometry lessons. MATHS Throughout KS3 units, China, Africa, Fantastic places, Japan. GEOG</p>
<ul style="list-style-type: none"> Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain 	<p>Religion and Philosophy schemes of learning. Learning environments – celebrate the different cultures. Joint Christmas service. Remembrance service. Texts from different culture – poetry unit KS4.ENGLISH Econ Social skills work. EAL sessions. ISEND Participating in world music units of study including African Djembe Drumming, Caribbean and Asian music. MUSIC Different sports played eg American Football. PE Teamwork within lessons. ALL Migration. Variety of places within the world. GEOG</p>
<ul style="list-style-type: none"> Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain 	<p>Religion and Philosophy schemes of learning. Units of study Citizenship year 11- RP Learning environments – celebrate the different cultures. RP PSHRE – sessions. Buzz sessions. Vote for Headboy PSHE Econ Lessons. ECONOMICS Youth offending team. ISEND Geometry - patterns in symmetry. Algebra – patterns in umbers and symbols. MATHS</p>
<ul style="list-style-type: none"> Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities 	<p>Student voice. Telling your story project (selected year 10). PSHE/SMSC Visits/trips/visiting poets etc. ENGLISH Thrive mentoring. ISEND Schemes of work. Extra-curricular activities trips, concerts. VARIOUS SUBJECTS Everything sport related.PE Analysis of albums and different musical genres. MUSIC Use of poetry and out in lessons. ENGLISH</p>
<ul style="list-style-type: none"> Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, 	<p>Religion and Philosophy schemes of learning. Learning environments – celebrate the different cultures. TFTW/SMSC – Reflection section in the planner. RP/SMSC Paper 2, writing – non-fiction reading texts that explore current issues. ENGLISH Thrive mentoring. Farm to Fork. Visits to Sussex Coast College. Social skills works. ISEND KS4 – study of the development of Classical Western music. MUSIC</p>

accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Gender issues within GCSE/A Level. ENGLISH
History units of study KS3 7KS4. HISTORY
Create different album art in different styles from around the world.
ART/DT
Debates. Writing letters to cover how modernisation affects our lives.
ENGLISH Understanding of inputs or data. MATHS/ICT/SCIENCE