

## **SPIRITUAL, MORAL, SOCIAL and CULTURAL PROVISION**

Updated May 2021  
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To quote from the School's Aims and Objectives: Chetham's 'aims...to develop the whole person, furthering the spiritual, moral, social and cultural development of each student.' Provision of SMSC dimensions is prominent in our programme; there is a wide range of activities which represent a clear thread running throughout the life of the school, our broad curriculum enables a breadth of coverage even in this specialist environment.

Our SMSC provision is intended to:

- Enable our students to live well-balanced lives
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Provide a solid foundation which will lead to them being sound citizens, encouraging respect for others and awareness of public institutions
- Develop resilience, confidence, self-esteem, awareness and care for themselves and others whether in the real or virtual world.
- Enjoy and achieve so that they can make a safe and positive contribution to society

Our SMSC contributes towards reaching our 'Equality Aims'.

- Access: Improving accessibility, reducing barriers, and challenging perceptions for audiences, visitors, students, and staff.
- People: Promoting a positive and harmonious working and creative environment in which all individuals are treated with respect and are valued for who they are, as they are.
- Culture: Embracing and celebrating the richness of society striving to reflect it. Where inequality exists recognising and reducing it.

### **SMSC in the Curriculum**

#### **English**

- The study of English Literature encourages the development of a grasp of many key elements of the human condition
- Students are guided through texts which deal with the universal issues of love, death and the individual in relation to society and the world in general
- The teaching of literature includes consideration of historical, social and philosophical contexts in which it was written, e.g. reading Shakespeare or Dickens requires some awareness of the history surrounding them and by extension we consider the way our viewpoints are a result of our context and cultural experiences. This fosters empathy with other groups
- In Years 7-9, students are introduced to as wide a range of poetry, prose or drama as possible. Through their reading, their own creative or analytical writing and the medium of controlled discussion, students are taught to employ empathy and imagination, and the means of expressing them

- In Year 7, students study *Holes*, which deals with issues of truth and justice and *Boy in the Striped Pyjamas* to focus on instinctive kindness and innocence
- In Years 8 and 9 students study works such as *Animal Farm* to explore the effect of decisions by those in authority. *All My Sons* incorporates issues such as different kinds of responsibility, the ruthlessness of capitalism, the significance of the American Dream and the ways in which the Second World War affected those who participated in it
- GCSE texts are dictated by the board but our choice of drama text, *The Crucible*, discusses the enormous courage which people can show in the face of injustice and fear and the interplay between public and private moral choices. *1984* focuses on the threat to the individual and personal freedoms when living in an all controlling society
- At Sixth Form level, there is much emphasis on social, cultural, spiritual or philosophical contexts. At various points, students study programmes by historians such as Simon Schama to encourage their knowledge and understanding of the world in which Chaucer, Shakespeare, Ibsen, Rossetti or wrote
- Currently students have the option to study *The Gothic or Dystopian Literature*. Both offer the option to explore how societies function, - or don't! Moral considerations are at the heart of our consideration of Shakespeare's plays. Through the NEA, we can explore contemporary texts and issues such attitudes to women and sexualities
- The study of texts often entails clarification of classical, biblical or historical imagery or allusions, often through the stories of gods and goddesses
- Throughout the curriculum students' intellectual curiosity is encouraged, not least to forge links between their musical and literary education; references to and examples from art and music are used to enhance contextual understanding of the texts; as often as possible, theatre trips are organised as a way to enrich students' cultural knowledge and experience
- Above all, students are encouraged to appreciate the power of the written word to liberate, manipulate, control or express; to grapple with the concepts of life, death, good, evil, love, money or revenge; and to use the examples and insights in literature to develop their own moral, social and philosophical awareness together with their sense of who they are and what they could be.
- English Language A level, which we offer when resources permit, involves looking at the effect that language choices have on our perceptions and how our attitudes are reflected in our language. We look, for example, at the way political correctness has changed the English Language and how far pre-conceived ideas about women are carried on from generation to generation
- Mixing with children from other schools, such as through shared drama performances, enables students to maintain perspective on their lives

## **Mathematics**

- Mathematics is an intellectually rigorous subject based on logic and proof. We look for flawed logic and learn to use formal methods to construct arguments. This way of thinking encourages students to challenge the information presented to them and use their own judgement about the validity of the interpretations of the world around them.
- Use of algebra leads to modelling ability. How to describe the real world (often scientific models) using Mathematics. Powerful techniques such as

logarithmic and exponential functions allow analysis of things like pandemic outbreaks.

- Discussion of more abstract pure Maths leads to a questioning of “why” and “how” numbers work. The sequences we see in nature and patterns such as fractals often make students feel a deep sense of wonder which can lead to interesting philosophical discussions.
- Studies of Probability and Statistics open up a wide range of moral issues regarding society. The ethics of gambling, the misuse of data to support political aims. We aim to have our students understand how these methods can be used to cast light on what they read. How we can identify and try and design out human bias to build a fairer and more equitable world. Students develop an understanding of the difference between correlation and causation, a source of many major misunderstandings socially and politically.
- As we move to KS5 this develops yet further into Hypothesis testing. This powerful tool allows students to answer questions about how likely things are and how chance can give us unlikely results. Our legal system often uses evidence that carries an associated chance of being fluke. We look at how those decisions are made and how they can go wrong.
- Personal finance is an ideal opportunity to use our number skills with percentages and ratio. We look at how to convert currencies, how loans and savings work and simple tasks like looking for value for money in shops with special offers.
- There are many opportunities to discuss the historical context of Mathematics as new theories are explored. A western cultural perspective still pervades our history of Mathematics, did Pythagoras really develop his theorem first or are we discounting other cultures who got there first?
- Mathematics is available to everyone and is a worldwide community of international collaborators. Although it is true that historically it has been dominated by white western males, we discuss why that was likely the case given the cultural and societal norms of the times. It is imperative that students understand that in the future all groups and types of people should contribute to the development of the subject. We look for examples and role models from as wide a range of backgrounds as possible to include all our students and encourage them to consider their part in the future of Mathematics and the wide-ranging impact Maths has on the world they live in.

## **Science**

- At KS3 we cover a range of topics that include class discussions of social and moral aspects relating to the topic. These include Human reproduction, the importance of a balanced diet and exercise, smoking, alcohol, drugs, environmental issues such as global warming, acid rain, renewable energy and human exploitation of natural resources
- The GCSE AQA Trilogy specification covers the societal aspects of scientific evidence; that evidence should be scrutinised for potential bias; scientific knowledge can be the basis for technological developments but these can have both positive and negative impacts on society and the environment.
- Students study the control of infectious disease and the roles of prevention and treatment such as vaccinations are discussed. With relation to Covid-19, students are given the chance to debate whether vaccinations should be compulsory and the difficulties in balancing personal freedoms with the ability of society to cope with such major events

- Students cover the use of nuclear fuels, problems caused by using fossil fuels, effects of drug use, smoking, alcohol, population increase, global pollution problems, and the issues surrounding the use intensive farming in society. Students debate whether strategies such as Greta Thunberg's School strikes for climate change are justified and the different priorities facing people in different societies and communities around the world and their different priorities. We also look at the ethical decisions that need to be made with regard to new cloning technologies and their use. Embryo screening for genetic diseases is discussed which allows exploration of different religious viewpoints.
- The "Using resources" topic at GCSE allows discussion of the importance of recycling and of the need to act together to solve the problems the human race encounters. Students consider "Life Cycle Assessments" to develop a deeper understanding that environmental costs of an item are a combination of a number of different factors and examples such as plastic bag v paper bag may be more nuanced than at first sight. The causes of diabetes and its effects on not only individuals but society as a whole are discussed.
- At A-level, Students are offered the chance to attend evening lectures by the Manchester Literary and Philosophical Society on a range of topics which often include moral aspects of Scientific work, such as the advances in Proton beam therapy for cancers and the challenges in justifying the expenditure for such technology set against other demands for healthcare. In A-level Biology, the gene technology module allows students to reflect on the moral, social and religious considerations related to such advancements

### **Academic Music**

- The development of young people's creativity as performers and composers is at the heart of the work of the school. The Academic Music department enhances students' ability to respond meaningfully to music, through detailed critical listening, thorough understanding of notated scores, awareness of cultural contexts and engagement with compositional concepts
- Participation in collective music making is an inherently sociable activity, giving a shared sense of achievement and enjoyment. Classroom "performances" whether in weekly choir session, or simply singing or playing through works studied in class, are a regular feature of Academic Music lessons
- Students in Y9 and Y10 participate in a Community Music programme which enables them to share their performing talents outside the classroom, in more challenging environments and for the benefit of a wider community, including those at a social or health disadvantage. There are plans to integrate this programme even more closely with the school's Outreach brief
- The spiritual and cultural background of works and genres studied is always an important part of musical investigation, whether this be considering the liturgical function of a Bach chorale or the performance context of a piece of African or Indian music as studied at GCSE level
- Analysis of music is fundamentally about developing one's personal understanding and appreciation of it; exposure to a wide variety of genres and styles of music and the opportunity to deepen one's knowledge of certain works and genres are hallmarks of the experience of Chetham's students and are vital ingredients in developing mature interpretative skills and listening tastes as an adult performer or "consumer" of music

## **Music Technology**

- The A Level Music Technology course guides students through the theoretical understanding, listening, analysis and practical skills involved in the production of audio recordings, and the creation of new music through the use of Digital Audio Workstations, sequencing techniques, audio manipulation, creative audio effects and sound design.
- The course offers students a chance to study the history of recording technology and popular music, allowing students the opportunity to interact with a broad range of cultures, evaluate how the technology shaped the sound of the music, how musicians pushed the technology, and the social impact of music and the recording industry in different eras. Students are able to create their own responses to this through producing their own recordings of arrangements or cover versions of songs.
- Practical skills are nurtured to enhance the students' theoretical knowledge whilst also allowing the students to work with others developing social skills, the ability to empathise with other musicians, and to develop their own character – expressing their own personality and views.
- An important element of the course is composition using technology, in which students respond to various briefs of a social or political nature, using music to express their own beliefs and learning how different musical and electronic techniques can portray character, emotion, meaning and purpose.
- In the middle school (Years 9-11) short courses give all students the chance to expand their creative experience by learning recording techniques and performing in popular music genres that are usually not their natural musical home, developing their cultural awareness and ability to work with others through improvisation and experimentation.

## **Humanities (History/Geography)**

- Government – democracy vs. dictatorship
- Economics – industrialisation; boom and bust
- Tolerance – religion, the Tudors and the foundation of the Church of England
- Religion – Catholicism and medieval heresy
- Multi-culturalism and international migration
- Conflict – the causes, impacts and responses to conflict at a variety of scales e.g. separatist movements within countries and international conflicts such as Darfur and the Arab/Israeli conflict
- The role of aid and development
- Equality – role of women in society e.g. during wars; 1960s 'liberation'
- Racial Awareness – Civil Rights, USA
  
- Citizenship - principles and values in British society, making a difference in society, rights and responsibilities, politics and participation, protest movements and direct action

## **Personal and Religious Studies**

- Spiritual: In learning about religions and rudimentary ideas relating to theism, students are encouraged to think about, and reflect upon, their own spirituality, including the consideration and exploration of a number of 'ultimate questions' relating to one's existence. Students study a

- different world religion in forms 1, 2 and 3, and have the opportunity to study in greater depth by opting to take Religious Studies at GCSE
- Moral: Students are encouraged to confront many moral issues in RS and PRS, including Abortion & Euthanasia, Medical Ethics, Poverty, Drugs, Sex and Crime
  - Social: Students consider what it means to be a responsible citizen of Great Britain, and learn about various public institutions and services, including the Police, Medical Services, Government, and The Monarchy etc. They are encouraged to take responsibility for their behaviour, in relation to Alcohol, Drugs, and Sex and Relationships issues; and to think about what it means to be a citizen of the wider world, focusing on issues such as the Internet, Globalisation and World Poverty
  - Cultural: Students consider different cultures and 'races' and are encouraged to respect, value and celebrate difference and diversity. Students learn the importance of everyone's basic Human Rights

The Department houses a range of information relating to such topics as bullying, sexual health, healthy eating, healthy relationships, drugs, human rights, the law, and teenage cancers, and such information leaflets are readily available to students.

Guest speakers contribute to the SMSC development of students, including: Kooth (a student mental health and well-being organisation); SafeDate and, most recently, Sharon Girling, the founder of CEOP.

The Department also works in partnership with the school's medical staff on certain topics, such as sexual health, puberty, teenage cancer and mental health issues, and through liaison with the pastoral team responds to whole school issues such as racism, bullying and alcohol as they arise.

The PRS staff are primarily responsible for the delivery of Fundamental British Values (democracy; the rule of law; individual liberty; and, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) and provide resources to tutor groups to aid discussion of these topics and related issues such as the role and purpose of the Prevent strategy (see the Assemblies and Tutor Period PSHEe Topics Summary document).

The PRS SoWs Summaries provide an excellent outline of the topics and issues covered by the department. This is a dynamic document which reflects the changing SMSC issues nationally but also those that within our school.

RSHE (Relationships, Sex and Health Education) is now a requirement for all schools with Key Stage 2 to Key Stage 4 pupils, although we at Chetham's have been teaching much of the content for many years. RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Further details of the RSHE curriculum can be found in the RSHE Policy on the School website or in the Policies section of the Staff Intranet.

## **Art**

- In Year 7, students consider emotional responses to colour, looking at the work of artists and the use of colour in other cultures; they are encouraged to discuss their thoughts and to write about their personal reactions.

- In Year 8, students look at African Art and masks from various cultures; they also study textiles within African Art, and a wide variety of textiles from other cultures, e.g., Navaho rug designs.
- A wide variety of artists for reference and inspiration is used during Year 9, GCSE and A-level studies. They look at artists from Great Britain as well as artists from around the world, including contemporary artists and designers. Sometimes students might be inspired by Art from other cultures, for example, the patterns, compositions and approach to Art found in Japanese prints and paintings.
- Students' cultural development and well-being has been developed through an Art project with Year 7, inspired by shapes and forms found in Music. This work was developed in conjunction with a colleague in the Academic Music Department.
- The Art Department has taken part in Key Skills sessions, where 'Creativity is explored through Art', to help with students' well-being. This enabled students in Year 12 (who did not take Art), to explore their own creativity through colour, texture and mark making working with an artist (a member of the Art Department), who guided them on their own personal creative journey.
- Encouraging students' social development, working effectively with each other and showing them taking responsibilities in Art, is demonstrated by the Year 9 students who took part in an Art Workshop with an inner-city primary school. In conjunction with their Art Teacher, the Year 9 worked in groups with visiting Year 5 Gifted and Talented primary school students. They each explored ideas in colour and mixed media, using inspiration from given artists and designers. The Year 9 students guided, assisted and encouraged the primary school students when producing group paintings, which were displayed both at Chetham's and at the Primary School.

## **Drama**

- Through the study of plays students explore subject matter which encourages insight into a wide range of issues. In researching and developing their own material in their unscripted work, there are opportunities to explore issues affecting individuals or groups, dealing with human desires, motivation, interaction, and behaviour, both for individuals and in relation to society. For example, in Year 12 we are exploring the effects of the Covid 19 pandemic on society and how this has led to many people being isolate and lonely in an increasingly connected world. Students will create a devise drama piece for examination linking these to the same themes and issues to Berkoff's Metamorphosis. This was a topic chosen by the students and their work will be shared with other members of the school community.
- Students are encouraged to develop empathy through themed collaborative work which requires them to look at a variety of different lifestyles and circumstances from a range of viewpoints. Students are given opportunity to reflect on the perspective of others both through the work that they encounter and in the strong teamwork ethos of the department. Student groups are alternated regularly to ensure all students work with all other students within the classes regardless of race, religion, background, gender or sexuality. Across all 3 key stages students work collaboratively building their teamwork and cooperative skills and ability to problem solve with others. Students work in a variety of groupings and all students are respectful of others' opinions as part of their success criteria. There is a strong mutual respect between students

across the department based on a shared desire for success within drama and beyond.

- Knowledge and understanding of cultural issues is integral to the study of drama which both historically and in contemporary practice presents an interpretation of the values and patterns of humanity, which in turn form the basis of a society's cultural identity.
- Students attend theatre productions in the Manchester and greater Manchester area. These are varied in terms of style and genre to give students a broad experience of contemporary practice. Students also have access to Streamed performances through the school's subscription to Digital Theatre plus, which gives access to a huge variety of performances covering many genres. These productions are discussed and analysed from many perspectives, socially, culturally, historically and from a design perspective in line with the examination syllabus being studied.

### **ICT and Computing**

- The Department aims to provide opportunities for pupils to consider the social, legal, ethical, moral and security issues when using ICT.

#### Year 7

- e-safety, email etiquette
- Understand the different methods of advertising
- Using data and information sources:
- Judge information by its accuracy, source, author, validity and say whether it is likely to be biased.
- Understand how someone using an information source could be misled by missing or inaccurate information.
- Create a spreadsheet to model running an event
- Sequences and Instructions e.g. for a pedestrian crossing, burglar alarm, automatic door, street light. Includes discussion of sensors and environmental issues.
- History of ICT – how things like cameras, phones, computers, game machines, music players etc have evolved. Discussion of emerging technologies such as VR, driverless cars, 3D printers, and the impact they might have on us.

#### Year 8

- Copyright
- Pupils design a simple website
- e-safety
- Collaboration - electronic communication benefits and dangers
- Modelling with Excel – environment calculator (similar to carbon footprint calculator)
- Technology in the supermarket. Includes discussion of supermarket loyalty cards and the data which they provide to the shops.
- Databases – what personal data is and discussion of organisations which use databases e.g. NHS, Tax Office, Schools, Libraries, Utility companies etc
- Data Protection Act
- Sequences and Instructions e.g. for a heating system, burglar alarm, automatic door. Sensors and technology in everyday situations
- Programming in Python

### **Modern Foreign Languages**

- All students are taught to accept and embrace other languages and cultures through the teaching of French and German. In MFL lessons,

students are consistently encouraged to be curious about and empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.

- In class a whole range of social, cultural and moral topics are covered as part of the GCSE course. In Yr 10 we look at issues relating to relationships within the family and the wider society (poverty, environmental issues), the advantages and disadvantages of modern technology (e-safety), a healthy lifestyle (smoking, alcohol/drugs) and French/ German traditions and festivals. In Yr 11 we discuss the topics of travel and tourism and aspects of school life. Within the topic of school we look at the differences and similarities between the French/German and British school system and we discuss problems that young people might face at school.
- At Sixth Form level, the above mentioned topics are studied in more depth. In particular we analyse the problems of immigration, integration and racism, the advantages and disadvantages of the European Union, the cultural and historical significance of unions in France, the history and cultural significance of German Art and Architecture, as well as the social and moral duties of a responsible citizen. As part of the course we also study literature and films.
- The annual Poetry Reading competition is open to all year groups and enables students to engage with German and French culture through literature/poetry in an entertaining way.
- Lesson activities, such as pair and group work, peer marking and pairing students of different abilities for certain lesson activities enhance social skills. Students are encouraged to work independently in lessons and proactively use the target language in the classroom, with the awareness that making mistakes should be seen as an important part of the learning process, rather than a failure.
- Outside speakers raise students' awareness of current and/or academic issues related to the study of MFL.
- In case of potentially upsetting topics (dysfunctional families, drug addiction and poverty, etc.) trigger warnings are given to students.
- In case of major events topical discussions enable students to analyse the world around them critically and to share their thoughts and ideas (in 2021: Brexit, Covid 19).
- Students taking languages at Chetham's are offered the chance to travel abroad in order to support and enhance their language studies. They can opt to take part in a study trip to Berlin/Paris in the Sixth Form. Students not only benefit linguistically but also on a personal level from these trips. Visiting a foreign country and experiencing its culture, lifestyle and habits broadens the mind and can lead to greater tolerance and openness towards other cultures and people. Students also benefit greatly with regard to enhancing their cultural knowledge as all of the excursions are tied to aspects of the A-Level syllabus. Particular importance is placed on the visit of cultural institutions such as museums and trips to concert/the opera, which are of particular interest to our students of music.

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### **Junior Department**

- Often, PSHE and Tutor Time sessions focus on issues such as prejudice, discrimination and bullying. In doing so students are taught to recognise and appreciate individual differences, treat each other with mutual respect and demonstrate tolerance, in line with British Values.
- In History, Year 4-5 cover World War Two and Vikings, touching on different religions and spirituality as well as helping students to understand the meaning of morality and instances in history where we are forced to question how certain terrible events could occur. We also look at the meaning of equality and which is covered again in Year 6 through the topic of Victorians. Year 6 also study the Indus Valley, gaining an understanding of a very different culture and historical period.
- In English, we cover a range of literature both using full texts and extracts, which look at social issues such as evacuation in 'Carrie's War' and 'Street Child', cultural differences in 'A Long Walk to Water' and spiritual differences in 'The Lion and the Unicorn'.
- Discussion and tasks in English lessons frequently focus on details about the character including their thoughts, feelings and motives.
- In Geography, societal and cultural differences are explored as students learn about different countries around the world and the various aspects of human and physical geography across the continents.
- Art lessons provide an opportunity to express emotions creatively through the use of colour. Many cultures are explored through the study of different art forms and styles typical to particular countries, e.g. Brazilian carnival masks, Aboriginal dot painting, Moroccan Khamsa hands, and Chinese concertina dragons for Chinese New Year.
- Notable National Days/Months and Festivals such as International Womens' Day, Chinese New Year, Earth Day, Black History Month etc. Are acknowledged and discussed.
- Environmental issues are studied in Science and Geography, inspiring discussion about humanity and attitudes towards major world issues.

- Students are encouraged to express their feelings in healthy ways and are supported in doing so through various discussions and activities aimed at exploring emotion, reflecting on choices made, and expressing oneself creatively.

### **Compensatory Education**

- This Department by its nature reflects, reinforces and explains the aspects of SMSC already mentioned by other Academic departments
- For many of our students there will be a need for clarification and repetition of the topics covered in other lessons. In addition to this, the Department seeks to support students at Chetham's specifically in these areas which are often abstract in nature
- The individual teaching programme allows opportunities for students to raise issues to do with SMSC concerns in their lives. There are also many chances to enable students to develop SMSC understanding. On a one-to-one basis for example, difficulties with cultural issues can be talked about freely.
- Overseas students often value the chance to have their language 'corrected'. In a situation where our students are in 'total immersion' they often need help in organising their language so that they understand the appropriate level and use of language for formal and informal situations
- Some students need specific guidance to develop and bolster lifeskills. The Department provides programmes of guidance and teaching in these areas

### **SMSC in the Community as part of being a Specialist Music School**

- Large scale musical projects and outreach activities provide a wealth of SMSC experiences for our students. In 2020-2021 the School outreach programme impacted close to 4000 people from the wider community and our own students were at the heart of delivering the activities. Recently many of our students have been involved in visiting schools to inspire and encourage others in their instrumental journey. Our CSO members assisted in delivering an Orchestra experience with over 400 students in Bolton.
- A number of our students were involved in a project working with GCSE Music students in local high schools (alongside Manchester Camerata). This included planning and delivering activities and supporting the GCSE students directly in their learning.
- Many of our students take part in music-making activities alongside guests, working together with them to achieve musical progress.
- The Community Music programme provides an opportunity for students to explore this in a more intensive, in-depth way. Students undertake a series of training sessions then visit a variety of community settings to lead workshops and put their learning into practice. Sessions include;
  - taking live music into primary schools in some of Manchester's most deprived and multi-cultural areas, leading 'hands-on' workshops with children who have perhaps never touched instruments before
  - giving concerts for elderly people in residential homes or for members of the University of the Third Age, enabling mainly Form 3 and 4 students to introduce classical music to those who might otherwise have little access to it and to witness the immense pleasure it gives

- an on-going partnership with the Seashell Trust and an on-going partnership with the Lancasterian School involving improvisation sessions for students with complex learning and communication disabilities to experience music
- Involvement in delivering these projects brings great benefits to our students. They observe and experience the language of music as a creative tool and gain direct understanding of how it can be used to benefit other people's learning while developing their own skill-set – confidence, communication, musical games and activities, organisation, team work, socialisation – they also experience how music can develop those same things in others.

### **Outreach**

- Outreach activities provide a wealth of SMSC experiences for our students. The Outreach programme exists to employ Chetham's resources – knowledge, talent, spaces, ideas – to benefit the wider community. Every year we impact thousands of people through the programme and our students are at the heart of that. During this academic year alone (time of writing April 2021) every student in the school has taken part in at least one Outreach activity, many of them in multiple activities.
- Many of our activities involve working with partner organisations including many Music Education Hubs and Music Services, care homes, Nordoff Robbins (Music Therapy), hundreds of primary and secondary schools, community music groups, the Music in Secondary Schools Trust and other arts education organisations. Working with these groups ensures that Chetham's students have opportunities to engage fully with their wider community and develop their communication skills, compassion, empathy and collaborative skills. Not only that but they meet and engage with a variety of people from many backgrounds and walks of life.
- Some of our recent projects have included workshops for care homes and dementia groups, workshops for schools, a songwriting project working with three different communities of seniors, schools and family concerts, ensemble presentations for schools and peer to peer learning with aspiring musicians from socially challenged areas of London.
- We also provide a sixth form course, Understanding Outreach and Widening Skills, which enables students to develop their community and education skills further, applying them to practical tasks and projects and learning to design and develop their own projects. They also learn from speakers from different fields and explore practical life skills such as time management, budgeting, project planning and marketing.

### **Assembly & Tutor Programme**

Monday Morning Assembly is the one time in the week when the whole School is together. COVID-19 restrictions have affected this\*. The main aim of these assemblies is to provide a wide range of interesting speakers who might in some way inspire or inform. This Assembly may include secular or faith speakers. Visiting speakers are requested to share their presentation prior to the assembly (e.g. Powerpoint) as this allows us to have consideration regarding relevance and that SMSC themes are covered. Chetham's has a separate risk assessment regarding assembly speakers.

Section assemblies are co-ordinated and designed to enhance and enrich the SMSC development of students but are age specific to the section. A key principle of the midweek assembly programme is that students perform and share together.

In addition to the mid-week assemblies, SMSC content is delivered to all students on a weekly basis in Tutor Period. The topics covered reflect wider concerns and issues as well as those that arise with the School and boarding environment.

### **Local, National and International Links**

The following list covers a sample of the many links that we have with organisations and groups. All students work with external opportunities throughout the year. Some of the links are Music based, others are not.

#### Local:

Manchester Cathedral (the Choristers are students at Chetham's)  
Royal Northern College of Music  
Manchester University  
Gorton Monastery  
Greater Manchester Local Authorities  
Hallé Orchestra  
Manchester Camerata  
Northern Chamber Orchestra (Ensemble-in-Residence from Autumn 2013)  
Manchester International Festival  
Salford Schools (supported by Booth Charities)  
Bridgewater Hall Education Trust  
Seashell Trust (formerly Royal Schools for the Deaf)  
Francis House Children's Hospice  
St Ann's Hospice  
Christie Hospital  
Wood Street Mission  
Greater Manchester Music Education Hub  
Accent Music Hub  
MyHub and One Education  
Many schools around Greater Manchester  
Nordoff Robbins  
Manchester Healthy Schools

#### National:

A number of Local Authorities through our annual outreach programmes or concerts and workshops  
National Children's Orchestra, National Youth Orchestra, National Youth Choir, National Youth Junior Orchestra  
Walton Trust  
Delius Trust  
Grieg Society Corporate Member  
Britten Pears Foundation  
RNLI  
NSPCC  
Gabrieli Consort  
Bach Choir, London  
London String Quartet Foundation at the Wigmore Hall  
BBC Philharmonic Orchestra  
Incorporated Society of Musicians Corporate Member  
British Flute Society  
Birmingham Conservatoire

#### International:

Barratt Due Music School, Oslo, Norway  
Glinka Music School, Ekaterinburg, Russia  
Trondheim Kulture School, Norway

Grieg Academy, Bergen, Norway  
Vannersborg Music School, Sweden  
Victorian College of the Arts, Melbourne, Australia  
Moscow Conservatoire, Russia  
Shanghai Conservatory, Middle School, China  
Mathieson Music School, Calcutta, India

### **Duke of Edinburgh Award Scheme**

- Started in the 2018-19 academic year, school offers the opportunity to a group of students to complete the Duke of Edinburgh Bronze Award. Both Bronze Award and subsequently Silver award to students from Year 9 onwards. This enables students to obtain a very highly sought-after qualification alongside their other studies here at school.

### **Victoria House**

- Victoria House runs a varied and wide-ranging programme of weekend activities for both boarding and day students who wish to be involved. Opportunities to explore the immediate city centre, Greater Manchester and further afield are all provided on a weekly basis to those wishing to sign up and take part. Examples of trips so far include; BBC studios tour, Manchester Art Gallery, Raft Building, Hyde Leisure Pool, Manley Mere Adventure Trail and Jodrell Bank.
- During the week boarders and day students have opportunity to take part in evening activities after working hours have ended for the day. Cubs and Scouts, Craft Club, Baking, Gardening and Cooking activities are all offered on a weekly basis. All boarders take part in Fit to Perform activities four evenings a week.
- As part of the Duke of Edinburgh Award scheme, students from Year 9 and above will be volunteering to lead activities in Victoria House in the evenings as well as helping and mentoring some of the junior boarders with reading and learning spellings.
- As a small junior boarding house we aim to create a 'home from home' feel for all students, including our day students who are just as much part of the house as the boarders. We encourage our students to develop their independence and individuality at a young age whilst being supported by the Victoria House staff at every point.

### **1<sup>st</sup> Chetham's Scout Group:**

- The scout group is split into three sections, Cubs – Yr 4 and 5, Scouts Yr 6-8 and Explorers Yr9-12, Students turning 18 in school become members of "Network" which is the national branch of scouting for adults. Within school it means that if they wish to continue their involvement, they become Young Leaders and help lead and organise sessions for the Cubs and Scouts.
- All groups meet once a week and work on a varied programme at school
- Activities cover a wide range of areas, mainly relating to badge work or working towards a combined goal of "Skills for Life" as laid out in the scouting framework.
- Explorers meet on Thursday evenings from 7pm – 8.30pm and follow a more relaxed, youth led, programme. They are able to work towards some of the higher scouting awards again through the "Skills for Life" framework.
- Through the academic year there is opportunity for Scouts and Explorers to come on Scout camp away from school at least once, if not twice.

Cubs are able to take part in overnight sleepovers within school at least twice per year. Invested cubs, scouts and explorers are able to access scouting activities within Greater Manchester and their home counties/districts when they are not in school. There are also regular trips organised including to the local climbing centre.

### **Millgate House**

- The House motto 'Aien Aristeuien' means 'Forever the best': Students are encouraged and supported to be independent and curious and to challenge themselves in all their endeavours in a supportive and safe environment of shared positive values. Bedtime routines are appropriate for age groups and each pupil has their own area for sleeping and working. Pupils learn to cooperate with their dorm mates and are helped to negotiate compromises when there is conflict of interest. Students are supported by their year group House Committee representatives who actively look out for the welfare of their peers and are guided by House staff to find solutions. A member of House staff is assigned to each year to promote year group harmony and to arrange events from pool tournaments to hillwalking to going out for a year meal. Casual sporting team events such as five aside football tournaments can also help students feel supported both individually as well as being an integral and valued member of their year group. When things go wrong students are encouraged to explore, restore and improve.
- Students are encouraged to be self-disciplined with support from guidelines and House staff. There are consequences which are causally linked to the situation to encourage students to learn from their mistakes and make more informed decisions in the future. As students mature they are allowed greater freedoms whilst being helped to make informed decisions based on clear behavioural guidelines. Initiative is encouraged through weekly meetings and House Committee representatives which encourage students to put forward ideas for the benefit of the House such as choices of newspapers, spending on entertainments and supper tray contents. Sixth formers have the opportunity to help young students to have safe access to the city through the Guardian Angel scheme.
- The number of overseas students in the House means that students are immersed in a rich and diverse range of cultures and traditions. Whether learning to play Mah Jong, learning to speak Spanish or cooking international foods, students can celebrate their own and others' cultures.
- The House Captain, House Committee and Student Forum representatives are all elected by a democratic voting system which encourages the notion of participatory decision making and open democratic processes. Students contribute to the 3-weekly Millgate House Chronicles which reflects the varied and multicultural interests of the students for the students. Likewise students are consulted about their choices for furnishing and decorating each new phase of the boarding accommodation in order to encourage a sense of belonging through ownership.

### **New College House**

- New College House is a place where students at Chetham's are encouraged to learn from each other, interact positively with other students and House staff members, and support each other through the challenges of life as a developing musician. We try to create an environment in which students find their home away from home. In New

College House, students have constant access to approachable and caring staff. They know that we want to hear how great their day has been or if they've been struggling. Coffee and tea are always available in New College House office, so that we can have a chat and put the world to rights. We aim to offer our students the kinds of activities that enable them to share some of the skills that they already have, and that extend their range of interests beyond their musical ones.

- New College House Kitchen Collective provides an opportunity for students to suggest favourite treats and recipes from home that we can try together in our House Kitchen.
- Pamper Night is a relaxed get-together involving face masks, nail art, and the sharing of advice on everything from beauty therapies to study skills.
- For students who are keen to get out of school to enjoy some fresh air, we offer cultural visits or a day out in the park for a picnic or a run.
- On Sundays, a supervised indoor badminton game is set up for interested students in Whitely Hall. Outdoor team sports such as rounders are arranged on an ad hoc basis.
- For those who prefer some quieter small-group activities: craft activity nights, crochet and knitting, the book club, board games, and jigsaw puzzle sessions are popular. Friday nights are for movies and pizza, arranged in the comfortable common room spaces that students share in House.
- We encourage students to care for small plants in their dormitories, and we provide them with seeds and advice on how to grow them.
- Some of our students are involved in church communities and youth groups in Manchester, which they are able to visit on weekends.
- All of our activities are also open for members of Millgate House who wish to participate.

### **Worship & Spiritual Care**

Students are able to attend a place of worship. The School makes this as safe as possible by offering to guidance about locations etc. The opportunity to attend a place of worship is available to all students of any faith background. Links are forged between our DSL and the safeguarding Team at the place of worship.

Chetham's has an active Christian Union. The regular meetings offer a mixture of outside and in-house speakers. Whilst the main reason for meeting is to address spiritual matters, these groups also provide a strong social network. Session content and style varies enormously from debates to teaching about a Bible topic/passage to a visit from a Christian Worship leader or even a trip out to the cinema.

### **Medical Centre**

- It's a 'safe place' to talk about sensitive issues which might be troubling our students.
- Further specialist emotional and mental health support can be accessed through the Medical Centre with our Counsellor, Psychotherapist or Psychologist.
- All our Health Care Professionals encourage students who have a specific faith or religion to seek help in that direction if it's deemed appropriate.
- Moral issues can be discussed freely in the Medical Centre which allows all students to be able to make informed choices and decisions of their own without judgement or prejudice.

- The lounge provides a quiet corner of the school for reflection and contemplation away from the hustle and bustle of daily life where students can “recalibrate their settings”.
- There’s a range of age appropriate health promotion literature displayed and available to read and borrow. Books and “Topic of the Month” include; ways to be happy, how to be me, don’t pick on me, what to do when you worry too much, no worries and activities to promote healthy living and mindfulness.
- A quote of the week is also displayed to help uplift and promote positive thinking.

### **The Learning Resources Centre**

- provides access to print and electronic resources which may be valuable in dealing with SMSC issues
- issues guide-lines which emphasise “treating one another and library books, music equipment and materials with care and respect”
- uses some hired materials from other libraries, so it is important that students understand the value of caring for materials from institutions which often have limited resources and provide a valuable cultural resource for society as a whole
- has a suite of 8 computers which can be used by students for work and leisure purposes
- has a copy for staff of The Byron review: children and technology
- has resources on mental health and wellbeing, bullying, puberty, sex, drugs, alcohol, smoking and healthy eating which are regularly reviewed and updated as necessary
- has books on religion, including a copy of the Bible
- has books with information about global issues such as poverty, environmental issues, human rights
- has fiction and non-fiction sections, covering a panoply of moral, social, spiritual and cultural issues, often purchased at the request of students and/or following recommendations in professional library publications
- encourages the avoidance of waste, e.g. old and unwanted donations of books, music and CDs are offered to students and staff [section deleted]
- works with with staff in the Compensatory Education department to provide specialist resources for students with Special Educational Needs and/or English as a second Language; this has included working with the RNIB library in Stockport to provide resources for a student with multiple sensory impairments; and providing DVDs, graphic novels, abridged copies of books, books designed for dyslexic students and dictionaries for students using English as a Second Language
- houses the Careers Library, which offers information on careers in music and other areas, higher education material, and material for those planning a gap year.

### **Fit to Perform**

The Fit to Perform Department offer a wide variety of sports and physical activities. We aim to develop the students physical and mental health and wellbeing and strive to create well rounded individuals. Our team sports consist of a variety of games invasion/territory, net/wall, striking/fielding, and target. All students are showed the basic skills for each game and then taught how to apply these into a game situation. The skills development helps students develop their self-confidence and self-esteem. The game situations help students develop a sense of being part of a team, following rules and team etiquette and respecting sporting officials and their opposition. We deliver lessons with a strong emphasis

on being supportive and kind to each other and teaching them tolerance and an acceptance of differences. All the social skills we help them with are transferable to all other aspects of life.

We intend to further develop our dance curriculum and explore different cultures and following the framework of composing (creating), performing, and appreciating. Since all dances have a cultural context, dance can therefore make a potential contribution towards the teaching and understanding of cultural diversity.

We teach about healthy lifestyles and good nutrition, and we also teach Basic First Aid skills so that in an emergency they can act morally and maybe save someone's life.

We teach Yoga as part of our FTP program the belief system of yoga is totally inclusive of all other religions and cultures and encourages our students to become healthy, positive, and responsible young people.

Classes such as Metafit are offered and are a great way to connect with like-minded people and have fun whilst getting fit.

Our Community Sports Leaders Award Program offers students the opportunity to develop five employability skills: Communication, Self-belief, Teamwork, Self-management, and Problem solving.

We also run a variety of outdoor pursuits activities that definitely help students to grow with confidence, develop social skills and respect rules for example following the Countryside Code.

### **Enrichment Studies**

In addition to their chosen subjects, Year 12 students follow Enrichment Studies for 1 period per week. These studies complement A Level study and assist in developing and providing evidence of skills valued by universities, colleges and employers, namely:

- working with others
- problem solving
- improving your own learning
- communication
- information technology
- research and presentation
- Beginner's German , which offers the chance for individuals to start to develop not only their language skills in the language but also allows them to learn more about German culture and contrasts with their own culture.
- Beginner's Spanish, which offers the chance for individuals to start to develop not only their language skills in the language but also allows them to learn more about Spanish culture and contrasts with their own culture.
- American Studies, which focuses on social, political and cultural aspects of modern America
- Introduction to Psychology ; which introduces some key topics such as Attachment, Psychopathology, Body Language, Models of memory and Child Development.
- Coding , a course designed to allow students to set up their own website with a focus towards what a professional musician might require from this.
- Politics, which offers students a wider insight into how the British and other political systems operate and how they have evolved historically.
- They can also elect to work on the wider Outreach programme which gives them the option to complete a Silver Arts Award.

- Students who wish to broaden their knowledge and understanding in other areas also have the option to do an EPQ in Year 12. We do the AQA Level 3 and projects of late have been as diverse as an investigation into voting habits or alternatives to anti-biotics.
- Students are able, and encouraged, to take enrichment options which offer either a contrast to or a broadening of their main programmes.