



Queen Mary's Grammar School

Curriculum Policy

Approved by the LGB, February 2021 (updated May 2021)

Principles:

Queen Mary's Grammar School believes that the Quality of Education experienced by students is driven by a curriculum in its broadest sense: the entirety of a student's learning experience, in lessons and beyond. We aim to design and embed a curriculum that is planned and sequenced to develop in our highly academic students the knowledge and skills necessary for their future roles in society, while ensuring that the balanced curriculum offer is accessible to all.

The curriculum will promote the spiritual, moral, social, physical and cultural (SMSC) development of pupils, fostering a sense of identity and place within the broad range of cultural contexts represented by members of our community. It will encourage pupil engagement in a wide range of co-curricular and enrichment opportunities and the broadening of subject-specific knowledge and skills beyond the classroom and into the wider community, nationally and internationally (See Appendix 2).

Trust Curriculum Intent Statement (November 2020):

We are a family of schools committed to helping each other increase opportunities and improve outcomes for students throughout Walsall and the West Midlands conurbation.

Because of our schools' commitment to providing an expertly-delivered, ambitious curriculum our students will enjoy developing their knowledge, understanding and skill. We prioritise our efforts to address the social mobility generational failings for disadvantaged and vulnerable children, many of whom have special educational needs and/or disabilities.

As a result of our commitment to improvement and innovation students in Mercian schools will be the highest academic achievers who will secure places at the very top universities, conservatoires and specialist colleges. Those with the greatest practical aptitudes will secure technical vocational awards that are valued by employers and prepare them to progress onto apprenticeship pathways with flagship employers.

As a result of our commitment to each other, both staff and students will be physically and mentally healthy with the resilience, adaptability and values required to make good life choices and build successful personal and professional relationships. They will be the first to welcome people new to our local community and embrace opportunities to learn from different cultural experiences and from people with different religious faiths and beliefs.

Put simply, the staff and students in Mercian schools will live life to the full in the pursuit of what is good, right and true. In doing so they will realise their potential and make a positive contribution to their families and the local, national and international community.

Curriculum Intent:

In pursuing the above principles, the School aims to:

- Provide learning opportunities (both in and out of the classroom) which promote breadth, balance and relevance. We subscribe to the National Curriculum's definition of 'Cultural Capital': 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'
- Ensure that pupils reach the highest possible standards of academic achievement while developing knowledge and skills, values and attitudes for life
- Provide a variety of learning experiences and teaching approaches which foster both a sense of challenge and enjoyment in the classroom, at home via blended and remote teaching & learning, and through the wide range of enrichment opportunities on offer
- Provide all pupils with the highest achievable levels of literacy, numeracy and other key skills
- Allow departments to 'personalise' their curriculums and assessment pathways in order to best represent and deliver their subjects by staff and to students.

Curriculum Implementation:

In realising the above aims, the School will:

- Supplement the full range of academic subjects with enrichment activities
- Operate a challenging and rigorous three year Key Stage 3 and a two year Key Stage 4 Programme of Study
- Provide regular formal assessment of the achievement of each student in each curriculum area as an integral part of the learning process.
- Provide clear information about the curriculum and the achievement of pupils to staff, pupils, parents, governors and others in accordance with national requirements
- Maintain schemes of work and curriculum pathways in all subject areas which identify required learning outcomes, possible teaching methods and assessment opportunities
- Encourage learning beyond the classroom through homework, independent study skills, signposted wider reading and, increasingly, blended and remote platforms for learning such as Microsoft Teams.
- Provide clear information and pertinent advice to students and parents about GCSE and A Level option choices
- Provide, where appropriate, a cross-curricular approach to the teaching of literacy, numeracy and ICT skills

The Timetable:

- The school operates a two-week timetable. Each week comprises of a 30-period week. There are six periods per day, each of which lasts for 50 minutes. This allows time for developed and rigorous learning.
- Daily form periods or assemblies constitute an important part of the broader ethos of the curriculum at Queen Mary's. Students and staff are offered the opportunity to engage with and reflect upon a wide range of topics and issues that contribute towards the SMSC curriculum.

Key Stage 3:

- Students in Years 7-9 follow a three-year programme at KS3 that delivers and goes beyond the National Curriculum across the subject areas.'
- The curriculum model can be seen in Appendix 1.
- All students sit base-line tests in literacy and numeracy at the start of Year 7, as well as an externally-benchmarked online assessment, MIDYIS, which is set by CEM. Additional support is provided where necessary,
- All subjects are taught in mixed ability groups.
- Year 7 students follow a Science curriculum in the first year. This is then separated out into the distinct science subjects of Biology, Chemistry and Physics in Year 8.
- Our broad and balanced Key Stage 3 curriculum provides the opportunity for our Key Stage 3 pupils to study the following throughout a 3-year programme: Design & Technology, Art, ICT, Geography, History, PE and swimming, RPE, Music, PSHE and Games. All students learn to play either a woodwind or brass musical instrument in Year 7 and many continue with these into Year 8 and beyond.
- All students study either French or Spanish in Year 7 as well as Mandarin. At the end of Year 7, students choose to study either Mandarin through a 'fast-track' MEP or a conventional GCSE route, or a European Modern Foreign Language (French or Spanish), which they will then take from Year 8 through to GCSE in Y11.
- The MEP Mandarin group studies the subject for two hours a week after school and on six Saturdays through the school year. Opting for this MEP route is a considerable commitment, as it is part of an intensive language programme supported by University College London's Institute of Education. We are proud to provide curricular and teaching & learning support for other local schools as a lead 'hub school' for this programme.
- PSHE is timetabled in one period per fortnight and is supplemented through Form Periods and cross-curricular programmes of study, particularly in RPE.
- A significant number of students join the Combined Cadet Force at the first opportunity in Year 9, along with an extensive range of other extra-curricular opportunities available to all Key Stage 3 students, including: music performances, sport, House competitions, a variety of trips. We are also very proud that all our Year 7 students spend a week in the Summer term at our Welsh Activity Centre, Farchynys.

Key Stage 4:

- All students study Maths, English Language, English Literature, Biology, Chemistry and Physics (as separate sciences) and RPE (which incorporates a compulsory GCSE in Religious Studies. Maths groups are setted, while all other subjects are taught as mixed ability form groups
- All students also study PSHE as a timetabled subject, along with compulsory PE and Games (which is timetabled for Year 11 alongside the Sixth Form games afternoon, every Wednesday and is labelled 'Senior Games'. All students have five hours of statutory PE/Games per fortnight, which is above the statutory expectation and a core part of our intent to encourage students to enjoy living healthy lifestyles, work collaboratively as part of a team and develop self-motivation and skills beyond the classroom.
- It is compulsory for every student to study one core language from French, Spanish or Mandarin.
- Students can choose any combination of a further two subjects at KS4 from Art, Business, Computing, Design Technology, Geography, History, Music, and it is our intention to offer PE as an option from September 2021.
- It is not, currently, our policy to make choosing either Geography or History compulsory in order to meet EBacc requirements. However, this will be kept under review. This freedom is to encourage students to choose subjects that they enjoy and will set them on their preferred chosen future pathway to higher study and career.
- All option subjects are taught in mixed ability groupings. Students and parents are supported through the options process via a programme involving the CEIAG (Careers Education, Information and Guidance) Lead, the Careers Advisor, Form Tutors, one to one conversations and information sessions/meetings and events, including Year 9 Parents' evening.
- Engagement with the Combined Cadet Force continues to be very strong in Year 10-11 students as they take an increasing role in the leadership of training and activities for the younger cadets. The wide range of extra and co-curricular opportunities is complemented by the chance to take part in international trips and expeditions in Key Stage 4.

Key Stage 5:

- The school offers a traditional academic curriculum to its Sixth Form student body. Typically, all or nearly all, Year 11 boys will continue into the sixth form where they are joined by approximately 100 candidates (boys and girls) from other schools from across the midlands.
- All students choose three options from the following choices: Art, Design & Technology: Product Design, Economics, Business, Spanish, French, Geography, History, Mandarin, Music, Philosophy, Psychology, Computer Science, English Literature, English Language & Literature, Mathematics, Further Mathematics, Biology, Chemistry and Physics.
- We are also pleased to be able to broaden our curriculum offering of A Level subjects to include those delivered by our partner schools in the Mercian Trust. Students opting for these courses will study two subjects at QMGS and the third at a partner school. They include: Ancient History, Drama & Theatre Studies, German, Music, Photography, Politics, Photography.
- At the end of the two-year programme students will sit exams in these A levels. All subjects are studied for 11 periods a fortnight.
- Students are also expected to follow another academic option. This may be Further Maths, the EPQ or a range of other courses which includes: Beginners or Advanced Mandarin (HSK2 / HSK3), a Personal Finance qualification accredited by the London Institute of Banking and Finance (LIBF), The Institute of Leadership and Management Leadership course, Core Maths, The 'CREST' Award in DT and Chemistry, Sports Leadership Award, Foreign Language Leaders Award and the Gold Arts Award.
- We are also proud of the 'home-grown' extended curriculum opportunities that are offered alongside externally-assessed qualifications. Students can opt to participate in the 'Change Your Mind' scheme, which involves working with local primary schools to deliver Mental Health programmes of study, there is also a Creative Writing course designed by the English department.
- We will also expect students to take on an element of mentoring or volunteering during their time in the sixth form. This may be within the School (such as a STEM ambassador. working with younger students) or with a range of our partners, including local charities.
- The final expectation is that students become involved with an extra-curricular activity in order to develop key employability skills, such as leadership, teamwork and organisation. This may be in the established activities (such as sport, CCF or on an international trip) or they could run an activity that, as yet, doesn't exist. The crucial aspect here is that we expect our sixth form students to become an integral part of our School community.
- The vast majority of our Sixth Form students go on to undergraduate study at university, with an increasing number exploring other post-18 routes through apprenticeships and overseas study. They are supported to make appropriate choices through an extensive programme of advice involving the CEIAG (Careers Education,

Information and Guidance) Lead, the Careers Advisor, the Sixth Form pastoral team (including a specialist team of Group Tutors with specific experience and expertise in supporting UCAS applications) one to one conversations and information sessions/meetings and events, including a 'Future's Evening', a Higher Education Fair (we regularly welcome 15-20 exhibitors to the school). Year 12 students also embark upon a Work Experience week in June each year.

- All Sixth Form students are invited to apply for a position as Captain of School, Head Girl, the Pupil Senior Leadership Team, or Silver and Bronze prefects. All students in these roles make a vital contribution to the pastoral care of other students; support the day-to-day running of the school; and support the logistical management of major school events, such as Speech Day and Open Evenings.

The Equality Act 2010:

- This curriculum policy ensures compliance with the Equality Act 2010 by ensuring that no student or potential student is discriminated against or excluded from accessing any aspect of the curriculum or extra and co-curricular opportunity, or any benefit, facility or support outlined above.
- The ethos of the curriculum at Queen Mary's Grammar School is to provide the best educational opportunities for all. Students will engage with a full range of issues, ideas and materials in the curriculum, and they will be exposed to thoughts and ideas of all kinds, however challenging, which reflect the diverse identities, cultures and individual backgrounds that make up the wider Queen Mary's community. The curriculum is designed to recognise our wider duty to prevent discrimination, to promote equality of opportunity and to foster good relations.
- Implementation of the curriculum will ensure that the way in which issues are delivered does not subject individual pupils to discrimination.

SEND Regulations 2014:

- The broad and balanced curriculum at Queen Mary's Grammar School ensures that all students have access to education that is appropriate to individual students' needs, promotes high standards and the fulfilment of potential.
- All students will be provided with equal opportunities to: achieve their best; become confident individuals living fulfilling lives; and make a successful transition into adulthood, whether into employment, further or higher education or training.
- In ensuring equal opportunity to access the curriculum, the Special Educational Needs of all students will be identified and addressed. We will use our best endeavours to make sure that any student with SEN gets the support they need and can engage in the full range of activities of the school alongside pupils without SEN.
- All reasonable adjustments will be made to prevent any student being put at a substantial disadvantage – this needs to be anticipatory and we will give thought in advance to what disabled students might require to remove potential barriers to learning.
- We will actively involve parents and the student throughout the process, when making special educational provision for that student
- In implementing and going beyond The National Curriculum, teachers at Queen Mary's Grammar School will set high expectations for every student, whatever their prior attainment. They will use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset. Schemes of Work and individual lessons will be planned to address potential areas of difficulty and to remove barriers to student achievement. It is always the intent that such planning will mean that students with SEN and disabilities will be able to study the full national curriculum.

Responsibilities

The Local Governing Board will annually review the curriculum model and the effectiveness of this policy to meet the evolving needs of our students in light of relevant educational recommendations and guidance

The Teacher responsible for overseeing curriculum matters is:

Mr M E Lax (Deputy Head); who can be contacted for more information on matters relating to the curriculum

Appendix 1 - Curriculum Model for Academic Year 2020-21:

Curriculum Model - Academic Year 2020-21

| | Key Stage 3 | | | Key Stage 4 | | Key Stage 5 | |
|----|---------------------|---------------------|---------------------|----------------------|----------------------|-------------------|---------------|
| | Year 7 (5 forms) | Year 8 (5 forms) | Year 9 (5 forms) | Year 10 (5 forms) | Year 11 (5 forms) | Year 12 | Year 13 |
| | 1 | Maths | Maths | Maths | Maths (6 sets) | Maths (6 sets) | Block A (11) |
| 2 | | | | | | Art | Art |
| 3 | | | | | | Biology x2 | Biology |
| 4 | | | | | | Business | Chemistry x2 |
| 5 | | | | | | Chemistry x2 | Design |
| 6 | | | | | | Geography | English Lit |
| 7 | 7 | 7 | 7 | 7 | 7 | History | Geography |
| 8 | English | English | English | English Lit | English Lit | Maths x4 | Physics x2 |
| 9 | | | | | | | Psychology |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | 5 | 5 | S.Study | S.Study |
| 13 | | | | | | | |
| 14 | 7 | | | English Lang | English Lang | Block B (11) | Block B (11) |
| 15 | Science | | 8 | | | Biology | Biology x2 |
| 16 | | Biology | Biology | | | Chemistry x2 | Business |
| 17 | | | | 5 | 5 | English Lit | Chemistry |
| 18 | | 3 | 3 | Biology | Biology | Maths x4 | Computing |
| 19 | | Chemistry | Chemistry | | | Physics | Economics |
| 20 | 6 | | | | | Philosophy | Geography |
| 21 | MFL | 3 | 3 | | | | History |
| 22 | | Physics | Physics | 5 | 5 | | Physics x2 |
| 23 | French (X/R/S) | | | Chemistry | Chemistry | | Spanish |
| 24 | Spanish (X/Y/Z) | 3 | 3 | | | S. Study | S. Study |
| 25 | 5 | MFL | MFL | | | Block C (11) | Block C (11) |
| 26 | Mandarin | | | | | Biology | Biology x2 |
| 27 | | French x2 | French x2 | 5 | 5 | Chemistry | Chemistry x2 |
| 28 | | Spanish x2 | Spanish x2 | Physics | Physics | Computing | English L&L |
| 29 | 4 | Mandarin x2 | Mandarin x2 | | | Design | Maths x4 |
| 30 | Geography | | | | | Economics | Physics |
| 31 | | 7 | 7 | | | Geography | |
| 32 | | Geography | Geography | 5 | 5 | History | |
| 33 | | | | PS | PS | Physics x2 | |
| 34 | 5 | | | | | Psychology | |
| 35 | History | | 4 | | | | |
| 36 | | 5 | History | 4 | 4 | S. Study | S. Study |
| 37 | | History | | Option A (6) | Option A (6) | Block D (11) | Block D (11) |
| 38 | | | | French x2 | French x2 | Biology x2 | Biology |
| 39 | 5 | | 4 | Spanish x2 | Spanish x2 | Chemistry x2 | Chemistry |
| 40 | ICT | | | Mandarin x2 | Mandarin x2 | English L&L | Economics |
| 41 | | 5 | | | | Economics | Maths x4 |
| 42 | 3 | ICT | | | | French | Philosophy |
| 43 | DT | | 4 | Option B (6) | Option B (6) | Physics | |
| 44 | | 3 | DT | Art Business x2 | Business | Psychology | MAT Subjects |
| 45 | 3 | DT | | Computing | Design x2 | | |
| 46 | PS | 2 | 3 | Design | Geography x2 | MAT Subjects | |
| 47 | | PS | PS | Geography | History | | |
| 48 | 3 | 2 | 2 | History | Music | S. Study | S. Study |
| 49 | Art | Art | Art | Option C (6) | Option C (6) | Block E (8) | Block E (8) |
| 50 | 2 | 2 | 2 | Business | Art Business | Further Maths | Further Maths |
| 51 | Music | Music | Music | Computing | Computing | EPQ | |
| 52 | 2 | 2 | 2 | Design | Design | Alt. Curriculum | |
| 53 | PSHRE | PSHRE | PSHRE | Geography x2 | Geography | | |
| 54 | PE | PE | PE | History Music | History | | |
| 55 | 2 | 2 | 2 | PSHRE | PSHRE | | |
| 56 | Swimming | Swimming | Swimming | PE | PE | | |
| 57 | Games (7 staff) | Games (6 staff) | Games (6 staff) | Games (6 staff) | Games (15 staff) | | |
| 58 | | | | | | | |
| 59 | | | | | | | |
| 60 | 4 | 4 | 4 | 4 | 4 | | 4 |

Appendix 2 – SMSC at Queen Mary’s Grammar School

The importance of SMSC at Queen Mary’s Grammar School

- The development of pupils’ SMSC is integral to learning. Learning respect of oneself and respect towards others creates a high standard of behaviour, fostering a more positive learning environment. In turn, a more positive learning environment allows students to achieve their full academic potential.
- The ability to empathise with others and also recognise right from wrong means a young adult is better equipped to become an active and dutiful citizen in society.
- Furthermore, Queen Mary’s Grammar School prides itself on being a multi-cultural environment. In developing understanding of different cultures and beliefs, students appreciate each other more and therefore a more harmonious school community is created – one that students are proud to be part of. This cultural understanding and respect of the school community prepares students with vital understanding of the world around them, again equipping them for life beyond the school gates.
- SMSC development means that uniqueness can be celebrated; tolerance of others and appreciation of difference are encouraged throughout the school community.
- Additionally, pupils learn that forgiveness and acceptance are fundamental aspects to the school ethos.
- The understanding of cultural and societal values will enrich understanding of our society. It also gives them a sense of responsibility and duty towards society.
- SMSC allows pupils to reflect upon their own beliefs, feeling and responses to experiences, thus enabling them to understand who they are as an individual.

Queen Mary’s provides students with understanding of fundamental British values, in keeping with the November 2014 statement by the Department for Education. These include;

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The aim of this appendix is:

- To demonstrate the integrated approach Queen Mary’s Grammar School has taken to ensuring SMSC development for all students.
- To highlight where certain aspects of SMSC are approached – both in terms of opportunities within the curriculum as well as extra-curricular.
- To ensure all staff are aware of the expectation placed upon them to uphold good values and positive behaviour as role models to the pupils.
- To inform all parents, pupils and anyone connected with the school of the importance placed on SMSC.
- To assure any interested party that social and moral issues are explored in a safe environment.

Personal development:

The curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents. The curriculum and the school’s wider work support learners to develop their character – including their resilience, confidence and independence – and helps them know how to keep physically and mentally healthy. At each stage of education, the school prepares learners for future success in their next steps and for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

OFSTED: Education Inspection Framework (May 2019 – page 11)

The school’s approach to SMSC meets the universal principles of preparation for next steps, and equipping our students to be responsible, respectful and active contributors to modern British society.

Provision for the spiritual development of pupils includes developing their:

- 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
- 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.

Point 220, Page 59 – School Inspection Handbook (November 2019)

At Queen Mary's Grammar School, opportunities for spiritual development can be identified across the school, both in and out of the classroom:

- Pupils are encouraged to reflect upon their own beliefs, including values, faiths and feelings, through the community assemblies, which take place throughout the week. These assemblies provide a platform in which a variety of topics are presented. Pupils are encouraged to consider their own opinions and reactions, both as an individual but also as part of a greater community and society.
- PSHE Schemes of Work and extra-curricular activities include areas where students are directed to consider different groups within society and how we can appreciate, tolerate and/or understand difference.
- All students study GCSE full course in Religious Studies. This course develops their understanding of Religion and the wider world, providing pupils with knowledge, skills and understanding of Religions by exploring beliefs, cultures and religious societies and practices. Students are allowed to question, reflect and personally respond to fundamental questions, including truth, values and identity.
- A broad and varied curriculum promotes awe and fascination of the world around them. It inspires pupils to question the world around them and thirst to learn more.
- A healthy platform for debating is encouraged, both in discussion time in class but also within various societies such as Debating Society, History Society and Economics and Politics Society.
- Subject tutors, society co-ordinators and club leaders encourage students to use creativity within their learning, using varied tasks to stimulate the use of their imaginations in higher level activities.
- Response tasks and reflection time are encouraged as part of learning so pupils can independently consider their work and form opinions.
- Pupils are encouraged to form friendships in the school which are permanent and satisfying. The Queen Mary's Club maintains contact with each student and promotes the permanence of the friendships formed at Queen Mary's and the shared QMGS identity of every pupil.
- Pastoral leaders ensure pupils who fail to appreciate and respect the spiritual development of others are reminded of the importance of this element of their learning. These pupils are expected to reflect upon this themselves. Repeated offences mean greater consequences as the interruption of any learning is not tolerated at Queen Mary's, including SMSC.
- Any student struggling with their own self-worth and self-esteem is quickly identified by staff and referred to their Pastoral Leader. The Pastoral Leader then determines the course of action, which can vary from in-school counselling, peer mentoring or a variety of other actions.
- Students are encouraged to attend trips abroad, linking to one of the school's pillars "International in Outlook". Trips are as diverse as exchanges to Spain and France, to trips to China and Mexico, space camps in Alabama, trekking in the Himalayas and wonder at the geography of Iceland and the New York metropolis. Each trip allows students to consider different cultures and also awe at the wonders beyond the UK borders.

Moral Development at QMGS

Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Point 221, Page 60 – School Inspection Handbook (November 2019)

Moral awareness is considered of great importance of Queen Mary's. We consider the formation of good moral values during adolescence as key to success in adulthood:

- Fundamental to developing moral values is firstly the appreciation of one's self-worth. This valuing of self is promoted through the celebration of individual progress and achievement, no matter how small. For example, house points are given as recognition of academic achievement or service to the school.
- Queen Mary's is proud of the high behavioural standards and moral code we expect of every student. Any poor behaviour is quickly identified and staff follow the behavioural policy. Understanding what is expected from a school environment replicates the laws and expectations these pupils will abide by in later life.
- Detentions are only used as a final resort, issued for repeated inappropriate behaviour or more major offences. Before issuing detentions, teachers are expected to encourage students to consider and reflect upon their actions. This process means students understand the code of conduct by stating what their actions were and why these actions were deemed inappropriate.
- Understanding what is right and wrong is regularly discussed, from school assembly to PSHEE lessons. Pupils enjoy opportunities across the curriculum to explore moral concepts and values such as justice, equality, personal rights. Staff ensure they provide a safe environment in which to discuss these sometimes difficult issues.
- By carrying out duties, such as chair duty or canteen duty, both staff and students are acting responsibly and morally within the school community. They are physically part of the community, sharing the responsibility of creating a positive environment.
- A number of clubs and societies allow varying platforms for considering moral and ethical issues (such as Debating Society, Economics and Politics Society) allowing students to appreciate different viewpoints, as well as form reasoned judgments.
- Charitable initiatives (such as Pennies for Charity and Non-Uniform Days) are integral to the school, and also relate to the Pillar of the school "generous in approach".

Social Development at QMGS

Provision for the social development of pupils includes developing their:

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

Point 222, Page 60 – School Inspection Handbook (November 2019)

As a multi-cultural school in a multi-cultural geographical area of the United Kingdom, understanding a wide variety of backgrounds is vital to creating a harmonious school community. We believe that the school community reflects a wider society, and thus respect of religious, ethnic and socio-economic difference as well as respect of personal property, the environment and others' values are integral to a congruent and functioning society.

- Queen Mary's is proud of its mentoring programme, which services students from year groups throughout the school. Many Departments have set up their own mentoring programme whilst the school directly coordinates mentors for students in Maths, Science and English. Queen Mary's is also proud to have a number of STEM volunteers. Sixth Form students relinquish their own private study periods and use this time to support students who are struggling academically or socially.
- The Sixth Form prefect selection process ensures student's service to the school is considered through the completion of a Prefect Application Form. Additionally, the Sixth Form are allowed to vote for who they think should represent them as prefects, alongside a staff vote.
- There is a Pupil SLT, which meets fortnightly with SLT. This allows the Pupil SLT to be included in the wider management of the school, and also gives SLT an insight into the school for the pupils' point of view.
- Mock elections are run alongside the major elections. Sixth Form pupils represent political parties and present their campaign in assembly. All students then vote for their winning party and the "returning officer" announces this in a final assembly. This process not only includes all students in an activity but also provides an insight into how our government is formed, thus promoting British values of democracy.
- Queen Mary's anti-bullying policy is adhered to stringently.
- The school runs a volunteering project; students can volunteer to work with a number of local voluntary organisations. This has a profound impact on the volunteers, who find it both rewarding but also eye-opening.
- School Council meets once per half term with student representatives from every form. The Council puts forward student views on change and development for the school which are then discussed. Views that are most popular and practical are then taken to SLT for discussion.
- Queen Mary's is proud of the wide variety of extra-curricular activities available, but also proud that many of these are Sixth Form-led societies.
- The Queen Mary's House system provides an additional sense of community and inclusion, as Houses compete against one another in a variety of sports, events, activities and also service to the school. It provides opportunities for students to flourish in a number of ways, but also teaches participation as an important value as well as humility in defeat.

Cultural Development at QMGS

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Point 223, Page 60 – School Inspection Handbook (November 2019)

- Collective worship and assemblies take themed approaches to allow greater opportunity to explore cultural diversity.
- As evidenced through the displays around school, school Twitter@ updates and pupil green books, extra-curricular is varied and highly subscribed by the students and staff. Pupils are encouraged to participate in extra-curricular activities. Many thrive and flourish in areas which are not directly within the Curriculum.
- History and PSHE lessons include content regarding the history of the British people and the formation of the modern society. This understanding includes the formation of the British legal system, the development and shaping of the British parliamentary system and the shift in demographics within the British Isles. It also gives a sense of Britain's local, national, European, Commonwealth and global dimensions. This understanding of core

British values encourages students to celebrate the diverse society around them, both in school as well as the wider community.

- The foundation of Queen Mary's school itself is steeped in tradition and history. Founded in 1554, the school continues to send its Year 7 pupils to the tomb of Mary I on Founders' Day to pay respects. The respect of the school's traditions is expected as it forms a key part of the culture of the school.
- Queen Mary's respects the varied cultures represented at the school and as such grants authorised absences for all requests of religious holidays.
- Aside from collective worship, provision of a designated prayer room is available for Muslims on Fridays. Similarly, special arrangements and considerations are made for religious activities such as Ramadan which may impact on pupil's focus or physical capabilities; for example, PE is altered to move children from the sun and reduce strenuous exercise.
- The Christmas Carol Service and Easter concerts are part of the annual school calendar. All pupils are invited to be part of the celebrations.
- Remembrance Day is a significant date in the school's calendar. There is a special assembly where the school remembers all servicemen and women who gave their life during the World Wars, but especially remembers the fallen Old Boys of the school. The CCF take part in a Remembrance Sunday parade in Walsall, showcasing Queen Mary's cadets at their finest.

Monitoring and evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This achieved by:

- Audit of key SMSC themes included in each community assembly.
- Monitoring of PSHEE Co-ordinator's Schemes of Work.
- Inclusion of SMSC in lesson observations, where appropriate and relevant
- SLT management of School Council and House System.
- Anti-Bullying Committee and Policy
- Health and Safety Committee and Policy
- Anti-Radicalisation and Extremist Policy
- All staff to give 5 Days extra-curricular time to enrichment opportunities available for students.
- Staff are expected to be role-models for students and thus have a code of conduct to adhere to.

Appendix 3: Implementation (An audit of SMSC at QMGS conducted by S. McPhee)

HOW QUEEN MARY'S GRAMMAR SCHOOL CONTRIBUTES TO THE SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF PUPILS, OCTOBER 2018

Spiritual

Biology extra-curricular: MedSoc: Why do you want to be a doctor?

CCF: Values and standards, e.g. respect, integrity, courage

English & Drama curriculum: the imposition of parents' values (Romeo & Juliet), whether ambition and social aspiration is a good thing (Macbeth)

Geography curriculum: empathy development (e.g. Y8 international migration topic)

MFL curriculum: reference to Buddhism in Chinese

History extra-curricular: What If? club

MFL extra-curricular: China trip (visit to religious sites)

Miscellaneous extra-curricular: India trip (pupils receive a blessing)

PE curriculum: self-reflection/assessment

PSHE curriculum: KS5 form-time discussions based on news articles, mindfulness, gratitude, neuroplasticity

RPE curriculum: inherent throughout

Moral

Biology curriculum: ethics (GM crops, transplants), the genetics of Cystic Fibrosis, mathematics of genocide

Biology extra-curricular: MedSoc: the rights of alcoholics to transplants

Business & Economics curriculum: business ethics, morals of Islamic banking (debt/interest), the banking crash and lessons learned, pursuit of profit

DT curriculum: renewable materials, plastics from crude oil vs. plant-based

DT extra-curricular: Go4Set (always based on eco-friendly design)

English & Drama curriculum: attitudes to war over time

Geography curriculum: conflict, health equality, sustainability, protecting the needs of future generations, environmental costs of economic development, whether or not to protect a coastline from erosion, ethical consumerism

ICT/Computing curriculum: ethics of GDPR and copyright laws

History curriculum: Holocaust, women's suffrage, civil rights and equality in the USA, transatlantic slave trade

Maths curriculum: Probability scenarios, such as why tests are structured in such a way to give few false negatives

Miscellaneous extra-curricular: QMGS Community Award

Physics curriculum: wading birds affected by tidal power, nuclear power, greenhouse effect, fracking and its impact on society

PSHE curriculum: gambling and social gaming, FGM, breast ironing, forced marriage, revenge porn, Fairtrade

RPE curriculum: inherent throughout

Social

Art extra-curricular: Y7 doodling club, Y8 Warhammer club

Biology curriculum: A-level genetics: aged parenting, cousins marrying and associated problems

Biology extra-curricular: MedSoc: the importance of vaccination and healthy eating programmes

Business & Economics curriculum: socio-economic problems, the social and economic benefits of reducing packaging

CCF: Joint activities with Holly Lodge School CCF (higher rate of PP pupils there), CCF charter, leadership development, adventurous training, training in unusual circumstances, teamwork activities, self-discipline, safety requirements, leadership tasks, showing respect through salutes, awareness of the chain of command, participation in local civic events

DT extra-curricular: Go4Set (teamwork), Engineering Club

English & Drama curriculum: Socio-economic differences (Our Day Out), class distinction (Henry V), stigma of mental illness (crime fiction), class warfare, the age of consent (Romeo & Juliet), class distinction (Lord of the Flies), subverting power structure (Macbeth), drugs and addiction (Jekyll &

Hyde), gender and language

Geography curriculum: How places have been shaped by processes and people, how societies and communities are linked, class discussions, contemporary issues in society, pair and group work within lessons, fieldwork, impact of migration

History curriculum: making of modern Britain

History extra-curricular: History Society

ICT/Computing curriculum: impact of computers

Maths curriculum: Statistical models; e.g. What is a family?

Maths extra-curricular: Rubix Cube club

MFL curriculum: topics on family, social issues, global issues, speaking practice, positive aspects of a diverse society (French A-Level), Foreign Language Leader Award

MFL extra-curricular: foreign trips, Chinese speaking competition, intensive Chinese learning days (mixing with pupils from other schools), trip to Chinatown in Birmingham (conducting surveys, performing), immigration and integration topics, the effect of German reunification

Miscellaneous extra-curricular: Skiffle Group, mentoring, House Activities Day

Pastoral: Y7 Nurture Group, SEMH mentors, HoY/FT conversations with pupils

PE curriculum: the importance of manners and consideration

PE extra-curricular: respect shown to opposing team and members of the public when travelling to and from fixtures, team practices, cross-cultural references (e.g. kabaddi from India and basketball from the USA), Sports Day/Week

PSHE curriculum: Change Your Mind, KS5 form-time discussions based on news articles, Dementia Friends, respectfully disagreeing, repairing relationships, online behaviour and social media, friendship topic, First Aid skills, Autism awareness

PSHE extra-curricular: British Sign Language lessons, the Acorn Project

Psychology curriculum: mental illness

RPE curriculum: inherent throughout, unit on charities

Staff training: ASD awareness, needs of individual pupils shared

Cultural

Art curriculum: All projects have cultural content at all levels

Art extra-curricular: Wolverhampton University graphics trip (Y9)

Biology extra-curricular: MedSoc: respecting patients' other languages

CCF: Remembrance Parade, Armed Forces Day, raised awareness of and respect for the military, occasional presentations on people from other cultures in the military

DT curriculum: designs from different parts of the world (Italy, France, Germany especially), making sure designs are inoffensive in different cultures

English & Drama curriculum: Challenging racial division and overcoming differences (Tamburlaine's Elephants), Ageism, misogyny, racism (Of Mice and Men), attitudes to war across time, native American cultural appropriation

English & Drama extra-curricular: theatre productions

Geography curriculum: pupils learn about a range of people, such as indigenous rainforest tribes to slum dwellers in Mumbai

History curriculum: Making of modern Britain

History extra-curricular: History Society, Battlefields trip (Sikh memorials, Gurkhas), Walsall Afro-Caribbean History Group talk on the Afro-Caribbean experience from the 1950s onwards

ICT/Computing curriculum: impact of computers, e-safety

MFL curriculum: independent research project at A-Level, festivals and traditions topic, inherent in the subject, looking at which countries speak the target language, art and architecture in the target language country (A-level), cultural life in Berlin past and present, regional identity in Spain, contemporary French music

MFL extra-curricular: foreign trips

Miscellaneous extra-curricular: Skiffle Group, trips to India and Mexico, assemblies, library books, House Activities Day

Music curriculum: the history of Blues, African music, Indian music, reggae projects

Music extra-curricular: theatre trips, e.g. Les Miserables, concerts

Psychology curriculum: honour-based violence

RPE curriculum: inherent throughout, FGM, arranged marriages

Appendix 4: Implementation (An audit of FBVs at QMGS conducted by S. Mcphee)

FUNDAMENTAL BRITISH VALUES AT QUEEN MARY'S GRAMMAR SCHOOL, OCTOBER 2018

Democracy

Biology extra-curricular: MedSoc: democracy and how it led to the NHS

DT extra-curricular: Pupil voice carried out after trips

History curriculum: English Civil War, democracy in Germany 1890-1945

History extra-curricular: History Society, Battlefields Trip (resisting dictatorship)

MFL curriculum: the EU, young people and politics, monarchy and dictatorship (Spanish)

Miscellaneous extra-curricular: PSLT meetings, School Council

PE curriculum: the pupils themselves choose whether to join the 'able' or 'more able' group in the lesson

PE extra-curricular: Pupil team captains select the team and gives an evaluation of the game after a fixture

Physics: Pupil voice carried out at the end of Y13, which the department then acts upon

Politics extra-curricular: London trip to hear speakers

PSHE curriculum: Elections and democracy (Y11 PSHE Day), parliament topic at KS3, Make Your Mark, The Commonwealth

PSHE extra-curricular: Taking part in a variety of consultations and focus groups, Wellbeing Committee, Round Midnight theatre visit

Tolerance

Biology extra-curricular: MedSoc: Jehovah's Witnesses and blood transfusions, for example; respecting patients' home languages

Business & Economics curriculum: discrimination at work

CCF: Occasional presentations on people from other cultures in the military, NCO Code of Conduct

English & Drama curriculum: Challenging racial division and overcoming differences (Tamburlaine's Elephants)

Geography curriculum: exploring the diversity in people's backgrounds, class discussions

History curriculum: Islamic Empires project, making of modern Britain

History extra-curricular: History Society, Battlefields Trip (German perspective on WWI/II; the role of Sikhs, Hindus and Muslims)

MFL curriculum: inherent in the subject, racism and immigration topics at A-level, positive aspects of a diverse society (French A-Level)

Miscellaneous extra-curricular: meeting locals during trips to India and Mexico

Music extra-curricular: Non-Christian choir members participate in the Christian carol service

PE curriculum: Ramadan taken into account

PE extra-curricular: Eid and Ramadan taken into account

PSHE curriculum: Srebrenica genocide (Y10 PSHE Day), Diversity Role Models (Y10 PSHE Day), LGBT awareness (Y11 PSHE Day), sexuality and gender identity, migrant stigma

RPE curriculum: Y8 unit on Tolerance

Staff training: Stonewall training

The Rule of Law

Business & Economics curriculum: company law, employer legislation

CCF: Security implications, Prevent, rules regarding wearing uniform and carrying weapons

DT curriculum: patents and copyrighting

English & Drama curriculum: Protecting minorities (Of Mice and Men), the importance of societal law and order (Lord of the Flies), legislation on drugs in Victorian times (Jekyll & Hyde)

History curriculum: Political authority (feudal system, Magna Carta, peasants' revolt), English Civil War, making of modern Britain, USA 1865-1975: Civil rights, immigration, the court system, The War of the Roses

History extra-curricular: History Society

ICT/Computing curriculum: GDPR, copyright laws, specifics of laws, principles of laws

PE curriculum: rules of the game

RPE curriculum: GCSE unit on legal ethics/rights, crime and punishment

Staff training: Prevent training, safeguarding training

Individual Liberty

Biology curriculum: ethics (GM crops, transplants)

Biology extra-curricular: MedSoc: Rights of people to get NHS access

Business & Economics curriculum: Free market economics

DT curriculum: non-examined assessment (freedom in choice of project)

English & Drama curriculum: Ageism, misogyny, racism (Of Mice and Men), whether there should be limits on liberty (Lord of the Flies), the role of women and women's suffrage, choosing one's own material for Drop Everything and Read

History curriculum: transatlantic slave trade, the British Empire, women's suffrage, civil rights and equality in the USA and Northern Ireland, the Holocaust, making of modern Britain

History extra-curricular: History Society, NYC & DC trip (civil rights)

MFL extra-curricular: foreign trips (independence)

Music curriculum: slavery and its abolition (within the history of Blues topic)

PE curriculum: turbans may be worn, Y10 can opt out of certain sports and pursue an indoor programme instead

PSHE curriculum: human rights

RPE curriculum: freedom to choose one's religion