Spiritual, Moral, Social and Cultural (SMSC) Development Policy

Prepared by	Kenan Drugzani, Head of School LDE UTC
Acknowledgements	Gloria Gold – Deputy Head (Pastoral)
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Version Control Table

Version	Date	Amended by	Rationale
1.0	05/07/2018		Version approved by the Board
1.1	05.11.2020	Kenan Drugzani	Policy reviewed and completely updated to reflect current practice within the college.
2.0	12/11/2020		Version approved by Committee
2.1	17/11/2022	Kenan Drugzani	Collective Worship Addendum added at Page 11. Links to resources updated in the Appendices
3.0	24/11/2022		Version approved by the Committee
3.1	17/10/2024	Kenan Drugzani	Appendices updated with the latest Padlet screenshots and Learning 4 Life information.
4.0	24/10/2024		Version approved by the Committee
4.1	08/10/2026	Gloria Gold	Policy updated to bring in line with current practice and topics, including links to safeguarding and well-being.
5.0	19/10/2026		The version approved by the Committee

Guidance on Version Control:
The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2, etc., until the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up; it's about getting the policy right – it's all fine.

Spiritual, Moral, Social and Cultural (SMSC) Policy

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	**Tick (✓)**	**Type of Stakeholder**	**Tick (✓)**
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	✓
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	

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1. Policy Statement

The London Design and Engineering UTC (LDE UTC) aims to provide an education that promotes the spiritual, moral, social and cultural (SMSC) development of all learners. It will also provide learners with opportunities to explore and develop British Values alongside their own values, beliefs and spiritual awareness.

The LDE UTC community is, therefore, a place where learners can find acceptance for themselves as unique individuals. Opportunities will be provided across the curriculum and are regularly updated on the "Opportunities Padlet" (**Appendix A**), which are then further explored through the Learning for Life programme (**Appendix B**). Access to a Chaplaincy hub; work experience placements; extra-curricular activities and an awareness of other relevant policies (Equality and Diversity) will further support the SMSC policy implementation.

This policy was developed in response to national guidance from OFSTED and refers specifically to recent guidance from OFSTED, taking into account the critical role SMSC has to play in ensuring young people know how to be safe.

2. Policy Aim

Spiritual, moral, social and cultural (SMSC) development helps learners cultivate personal values and qualities, which are appreciated in British and civilised society. For example, respect for democracy and the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs. It is also expected that learners will develop understanding and respect for individuals with different backgrounds, characteristics and life experiences, helping prepare them for life in modern Britain.

SMSC development is linked closely to LDE UTC's aims and philosophy and will enable learners to develop their personal qualities and become:

- Responsible for themselves, accepting an appropriate measure of responsibility
- Confident and competent both academically and socially
- Able to distinguish between right and wrong
- Able to articulate their own attitudes and values
- Able to understand and be sensitive to the beliefs, values and ways of life of others, responding appropriately to injustice and prejudice
- Caring, considerate and compassionate
- Skilled in working collaboratively and independently
- Able to reflect on their learning and plan for future development
- Able to respond positively to challenges and problems

Learners will be expected to respect British Values and the college will promote democracy, freedom of speech, individual liberty and respect for civil and criminal law.

All UTC employees, including pastoral support staff, will be involved in spiritual, moral, social and cultural development. These qualities should be evident in the way that learners and adults interact throughout UTC, in accordance with many other existing qualities.

Also, staff should ensure that there is a balanced presentation of controversial issues without partisan political views expressed through teaching or general discussion.

3. Role and responsibilities of Leadership Team and Key Staff

The Principal and Leadership Team of the LDE UTC will seek to ensure:

- That everyone connected within the LDE UTC is aware of our values and principles. This will be shared during staff briefings, INSETs and "wall walks", also known as Pastoral and T&L bi-weekly foci.
- A consistent approach to the delivery of SMSC issues through the curriculum, Learning for Life programme and the general life of the UTC.
- That a learner's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- That learners have a good understanding of their responsibilities.
- Promote learner "voice" opportunities and the related teams in order to maximise learner participation.
- Regular audits and observations of department developments in SMSC provision

4. Delivering SMSC Development

All curriculum areas, but particularly Learning for Life (L4L) has a contribution to make to the learner's SMSC development and opportunities for this will be planned in this area of the curriculum respectively (**Appendix C**).

Emphasis will be placed on SMSC via our weekly Learning for Life lessons, which will incorporate fundamental British values and assemblies. Additionally, as outlined in the overview Appendices D and E, Relationship and Sex Education will be an integral part of the Learning for Life curriculum, allowing our young people to gain skills and appropriate information in order to have safe and enjoyable relationships.

All curriculum areas will seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teaching and learning. Each classroom will display the termly value theme. The value of the term will also be talked about in form L4L lessons, assemblies and shared with parents via our Wellbeing Newsletter.

Whole UTC displays will focus on themes such as democracy so that the learners are immersed in a culture that enriches their understanding of themselves, others and the wider world.

The LDE UTC recognises that Spiritual, Moral, Social and Cultural development plays a vital role in safeguarding young people and preparing them for life in modern Britain. Through the

curriculum, Learning for Life programme, assemblies, enrichment opportunities and employer engagement, learners will develop the knowledge, skills and attitudes needed to:

- Keep themselves safe online and offline.
- Develop resilience and emotional wellbeing.
- Understand healthy relationships.
- Recognise discrimination, prejudice and extremism.
- Respect diversity and protected characteristics.
- Engage positively in democratic society.
- Make informed and responsible decisions.
- Participate actively within their local and wider communities.

Learners have access to a range of wellbeing support services including mentoring, counselling, safeguarding support, the Mental Health Team, peer support opportunities and digital wellbeing platforms such as Peerscroller, enabling young people to access information, guidance and support when required.

LDE UTC recognises its duty to maintain political impartiality. Where political issues are discussed within the curriculum, assemblies, enrichment activities or learner discussions, staff will present a balanced range of viewpoints, encourage critical evaluation of evidence and support learners in developing their own informed opinions. Staff will not promote partisan political views and will ensure that discussion takes place in a respectful and inclusive environment.

*Please see **Appendix D** for our KS3 and 4 overviews and **Appendix E** for our KS5 overview.*

N.B. there will be reasonable flexibility with these overview plans considering that topics might have to be brought forward, or postponed to facilitate any major current affairs either at national or local level.

Through weekly learning for life lessons and classroom discussions, the LDE UTC will give learners opportunities to:

- Share their achievements and successes with others.
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and respect for others.
- Develop a sense of belonging.

- Develop the skills and attitudes that enable learners to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively

DESCRIPTION OF EACH SMSC ASPECT

5. Spiritual Development

Definition

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a learner's 'spirit'. Some people may call it the development of a learner's 'soul'; others as the development of 'personality' or 'character'.

There are many aspects of spiritual development.

Beliefs

- An awareness and understanding of their own and others' beliefs
- A respect for themselves and for others
- A sense of awe, wonder and mystery
- Being inspired by the natural world, mystery, or human achievement

Feelings of transcendence

- A respect for insight as well as knowledge and reason

The search for meaning and purpose

- Asking "why me?" at times of hardship or suffering
- Responding to challenging experiences of life such as beauty, purpose, suffering and death

Self-knowledge

- An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences
- A growing understanding and acceptance of individual identity and development of self-respect

Relationships

- A sense of empathy with others, concern and compassion and an ability to build up relationships with others

Creativity

- Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts
- Exercising the imagination, inspiration, intuition and insight feelings and emotions
- An understanding of feelings and emotions and their likely impact
- A growing awareness of when it is important to control emotions and feelings

<u>Steps to spiritual development might include:</u>

- Recognising the existence of others as independent from oneself
- Becoming aware of and reflecting on experience
- Understanding and evaluating a range of possible responses and interpretations

- Developing personal views and insights
- Applying the insights gained with increasing degrees of perception to one's own life

At the LDE UTC, we aim to encourage Spiritual Development through:

- The values and attitudes that the UTC identifies, upholds and fosters.
- The contribution made by the whole curriculum using British Values as a guide and the associated reward system.
- A reflection programme (via the Chaplaincy) which develops self-esteem and knowledge and an ability to reflect on and develop individuals own spiritual values working closely with the Diocese of Chelmsford.
- Assemblies including opportunities for reflection and meditation
- Providing access to a Chaplain supplied by the Diocese of Chelmsford.
- Providing extra-curricular activity, together with the general ethos and climate of the UTC.
- LDE UTC is fully equipped with a prayer room, which includes the appropriate wash facilities.

6. Moral Development

Definition

Moral development is about the building of a framework of moral values which regulates learners' personal behaviour. It is also about the development of learners' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change.

Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

The intention is that the learners at LDE UTC will be working towards:

- An ability to distinguish right from wrong based on a knowledge of the moral codes of their own and other cultures
- A confidence to act consistently in accordance with their own principles
- An ability to think through the consequences of their own and others actions
- A willingness to express their views on ethical issues and personal values
- An ability to make responsible and reasoned judgements on moral dilemmas
- A commitment to personal values in areas which are considered right by some and wrong by others
- A considerate style of life
- A respect for others' needs, interests and feelings, as well as their own
- A desire to explore their own and others' views
- An understanding of the need to review and reassess their values, codes and principles in the light of experience
- An understanding of rights and responsibility within the communities and society in which they live.

At the LDE UTC, we aim to encourage Moral Development through:

- Addressing moral issues through companies, UTC projects, assemblies and the Learning for Life programme.
- Following the Behaviour for Learning Policy contributed to by employees and learners
- Dealing promptly with any discrimination and injustice, involving learners in the decision-making where appropriate
- Using learners in teams across the college: Learner council; Apprentice Rep
- Supervising and filtering access to the Internet together with regular assemblies and Learning for Life lessons focused on the dangers of the internet and related issues.
- Teaching and promoting safe online behaviours
- Addressing digital literacy
- Critically evaluating online information
- Understanding AI-generated content and misinformation
- Encouraging responsible use of social media
- Ensuring that learners understand what is online abuse, exploitation and radicalisation
- Promoting a safe learning environment in which learners can express their views and opinions
- Modelling through relationships and interactions the principles we wish to promote
- Encouraging learners to take responsibility for their actions
- Opportunities to discuss local, national and global incidents, in addition to existing programmes of study, to discuss morality and behaviour and develop an understanding of the local community and world around us.

7. Social Development

Definition

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the working together and functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society, it's institutions, structures and characteristics, and organisations.

Also, it is about understanding roles and responsibilities and life as a citizen, parent or worker in a community; and the development of the interpersonal skills necessary for successful relationships.

LDE UTC's intention is that its learners will be working towards:

- An ability to adjust to a range of social contexts by appropriate and sensitive behaviour.
- Working successfully as a member of a group or team.
- An ability to share views and opinions with others and work towards a consensus.
- Showing respect for people, living things, property and the environment.
- Appreciation of others' rights and responsibilities.
- An understanding of the structures of society, e.g. the organisation of the family, UTC, etc.

At the LDE UTC we will aim to encourage Social Development through:

- Fostering a sense of community with common, inclusive values; this will be driven through employer partners, their learner mentors and their Corporate Social Responsibility Teams.
- Providing opportunities for learners to work on projects in a variety of social groupings, within class and sometimes across the UTC.
- Providing positive whole college experiences, e.g. work experience opportunities, awards, assemblies and off-timetable enrichment days.
- Encouraging learners to develop valuable personal qualities, e.g. thoughtfulness, honesty and respect by modelling these behaviours and through the Learning for Life study programmes.
- Helping learners to resolve tensions and conflicts.
- Encouraging Learner Council and learner voice meetings.
- Encouraging learners to support nominated charities and or volunteer in the local community or at the University.

8. Cultural Development

Definition

Cultural development is about learners understanding their own culture and the other cultures in their town, region and in the country as a whole. It is also about understanding cultures represented in Europe and elsewhere in the world.

It is about feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting learners' cultural development is intimately linked with LDE UTC's attempts to value cultural diversity and prevent racism.

The LDE UTC intends that learners will work towards:

- An ability to recognise and understand their own cultures and values.
- An ability to appreciate cultural diversity and to respect other people's values, customs and beliefs.
- An ability to recognise that similarities and differences may exist between different societies and groups.
- Experiencing a range of cultural activities in terms of literature, technology, art and design, sport and other media.
- Broadening, developing and enriching their interests and insights through interacting with opportunities the UTC, employer partners and the wider community provides.

At the LDE UTC we will aim to encourage Cultural Development through:

- Having an Equalities and Diversity Policy.
- Celebrating learners' particular gifts and talents, regardless of culture.

- Educational visits at home and abroad to experience other cultures and ways of life.
- Educational visits to places of interest such as libraries; museums; galleries; theatres; places of worship and other educational establishments – schools, colleges and universities – in order to better understand other cultures and ways of life.
- Work with outside agencies to support the needs of learners as appropriate.
- Raise learners' awareness of other cultures through assemblies, group project work, work experience with employer partners and Learning for Life study.

9. Equalities

All members of the LDE UTC are committed to the Equalities Policy. Discrimination based on race, gender, colour, religion, faith, physical appearance or disability is unacceptable and will not be tolerated (see Equalities Policy).

10. Monitoring and Evaluation

The Board of Directors (or a Committee) and the Principal will monitor the operation and effectiveness of UTC's SMSC provision.

Collective Worship Addendum: To be read and implemented alongside the SMSC policy.

Aim of this addendum:

Collective worship at LDE UTC is intended to provide a caring and supportive environment for learners to:

- Become increasingly aware of themselves, as individuals, and of others within the college and wider community
- Gain an understanding of the feelings of others
- Gain knowledge and explore the use of language that others use to express themselves
- Deepen their sense of wonder of the world in which we live
- Respond freely to religious and/or spiritual stimulus
- Acknowledge diversity and difference
- Promote co-operative and school values

Practice at LDE UTC.

At LDE UTC, collective worship is approached by providing our learners with experiences through Learning for life and their mainstream lessons with space and opportunities to:

- Share their individual experiences about living in and responding to the world.
- Enrich their lives through affording the opportunity to learn about insights, beliefs and practices of people within the community.
- Foster high regard for searching for truth based on reason and evidence.
- Explore their own beliefs in relation to others.
- Celebrate the values and worth of the college community.

Special days and acts of remembrance

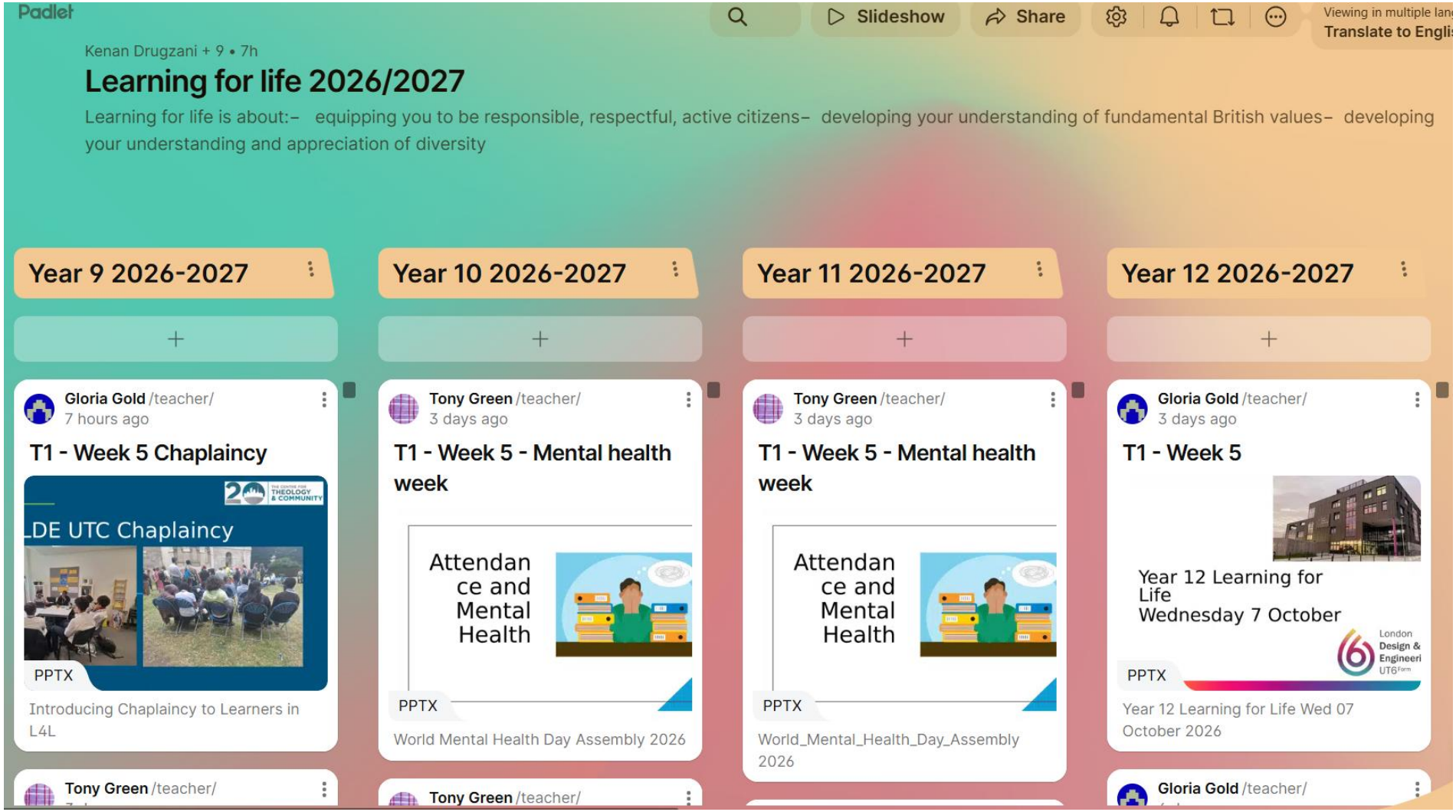
Seasonal events are marked by special acts of collective worship and celebrations e.g. Christmas, Diwali, Eid, and Remembrance Day. Assemblies should recognise the importance of such events to the school and wider community, encouraging inclusion, cultural diversity and encouraging empathy. Imagination and careful preparation are essential if learners are to broaden their horizons and be led to reflect on fundamental human issues.

Appendix A: Opportunities Padlet

Link: https://ldeutc.padlet.org/GloriaGold/LDEUTCOpportunities



Appendix B: Learning for Life Padlet



Link: https://ldeutc.padlet.org/KenanDrugzani/learningforlife

Appendix C: Learning for Life Curriculum Plans Years 9-13

Links below:

- Year 9
- Year 10
- Year 11
- Year 12
- Year 13

Appendix D: Overview KS3-4

	Year 9		Year 10		Key Concept
	Key Concept		Key Concept		
				Term 1	
Term 1		Term 1		"W1 W/B 7th Sept"	Resilience- Breaking down the journey
"W1 W/B 7th Sept"	Voice	"W1 W/B 7th Sept"	Mindset - Growth vs. Fixed I		
"W2 W/B 14th Sept"	Body Language			"W2 W/B 14th Sept"	Resielience
"W3 W/B 21st Sept"	Working with others	"W2 W/B 14th Sept"	Mindset- Growth vs. Fixed II		
"W4 W/B 28th Sept"	Kindness (RSE)-kind when you give people feedback			"W3 W/B 21st Sept"	Resilience- Self Evaluation vs. self criticism
"W5 W/B 5th Oct"	Anti-bullying/Mental Health Awareness (RSE)	"W3 W/B 21st Sept"	Mental Toughness		
"W6 W/B 12th Oct"	Delivering Feedback to others			"W4 W/B 28th Sept"	Organisation - presenting organised arguments
"W7 W/B 19th Oct"	Responding to feedback	"W4 W/B 28th Sept"	Organisation I		
				"W5 W/B 5th Oct"	"Relationships: Mental Health Awareness, Social media effects on relationships (RSE) "
Term 2		"W5 W/B 5th Oct"	"Anti-bullying/Mental Health Awareness (RSE) "		
"W0 W/B 2nd Nov"	Flipped Learning			"W6 W/B 12th Oct"	"Organisation- with clear communication Organisation with curricular studies"
"W1 W/B 9th Nov"	Leadership/ Black History month	"W6 W/B 12th Oct"	"Organisation II - Balancing the important and the urgent Organisation III- things and myself"		
"W2 W/B 16th Nov"	Motivating Leaders (Oneself)			"W7 W/B 19th Oct"	Mental Health I
"W3 W/B 23rd Nov"	Motivating Others	"W7 W/B 19th Oct"	What organisation skills do I need at school?		
"W4 W/B 30th Nov"	Respect- Language			Term 2	Flipped learning
		Term 2		"W0 W/B 2nd Nov"	flipped learning
"W5 W/B 7th Dec"	Respect- Understanding each other	"W0 W/B 2nd Nov"	Work Experience		flipped learning
"W6 W/B 14th Dec"	Respect- role play workshops		Work Experience	"W1 W/B 9th Nov"	Mental Health II
		"W1 W/B 9th Nov"	Initiatives- setback to success/Black History Month		
Term 3				"W2 W/B 16th Nov"	Mental Health 3. and Applying for college(s)
"W1 W/B 4th Jan"	Impact of being offended	"W2 W/B 16th Nov"	Initiatives- Active learning		
"W2 W/B 11th Jan"	Respecting other cultures			"W3 W/B 23rd Nov"	Communication- The echo chamber
"W3 W/B 18th Jan"	E-safety/Online Safety/Relationships (RSE)	"W3 W/B 23rd Nov"	Initiatives- Working idependently/Black History Month		
"W4 W/B 25th Jan"	Social Media			"W4 W/B 30th Nov"	Communication- Disagreeing with people and opinions
"W5 W/B 1st Feb"	Communication in the workplace	"W4 W/B 30th Nov"	Prepare to perform - Performance		
"W6 W/B 8th Feb"				"W5 W/B 7th Dec"	Communication- Career Pathways
		"W5 W/B 7th Dec"	Friendships		
Term 4				"W6 W/B 14th Dec"	Initiative - spotting a gap in the market
"W1 W/B 22nd Feb"	Organisation	"W6 W/B 14th Dec"	Political Parties/General Election		
"W2 W/B 1st Mar"	Organisation - the future			Term 3	
"W3 W/B 8th Mar"	Organisation techniques	Term 3		"W1 W/B 4th Jan"	Initiative -Continual challenge
"W4 W/B 15th Mar"	Presentation	"W1 W/B 4th Jan"	CV		
"W5 W/B 22nd Mar"	Structure			"W2 W/B 11th Jan"	Intitiative- Positive thinking (Revision skills for mocks)
"W6 W/B 29th Mar"	Drama - Rhetorical devices- Presentation	"W2 W/B 11th Jan"	Without harm- Physical and Psychological/ LDE careers fair		
				"W3 W/B 18th Jan"	" (revision skills for mocks) Relationships / Sex Education (RSE Online safety, Digital Footprint, Contraception"

Term 5		"W3 W/B 18th Jan"	Relationships - Online safety/ Digital footprint/ Contraception (RSE)		
"W1 W/B 19th Apr"	Pride			"W4 W/B 25th Jan"	Dealing with stress
"W2 W/B 26th Apr"	Pride in the environment	"W4 W/B 25th Jan"	Without Harm- Helping 'them' groups at risk of harm		
"W3 W/B 3rd May "	Confidence			"W5 W/B 1st Feb"	Dealing with stress II
"W4 W/B 10th May"	Resilience	"W5 W/B 1st Feb"	Without Harm- How can we protect each other in society?		
"W5 W/B 17th May"	Overcoming barriers			"W6 W/B 8th Feb"	HE- what courses are available to do in the university
"W6 W/B 24th May"	Overcoming barriers	"W6 W/B 8th Feb"	"Relationships- Consent, Risky Sexual Behaviour (RSE) Emotional, psychological and physical resilience"		
				Term 4	
Term 6		Term 4		"W1 W/B 22nd Feb"	Leadership- Humility
"W1 W/B 7th Jun"		"W1 W/B 22nd Feb"	Reslience- whats my motivation		
"W2 W/B 14th Jun"	Careers		Resilience- motivating myself	"W2 W/B 1st Mar"	Leadership- when leaders make mistake
"W3 W/B 21st Jun"	Initiatives	"W2 W/B 1st Mar"	Resilience- motivating myself		
"W4 W/B 28th Jun"	Growth			"W3 W/B 8th Mar"	Leadership- how do I react when things go wrong
"W5 W/B 5th Jul"	Solutions	"W3 W/B 8th Mar"	Communication- What do I find effective? International women's day		
"W6 W/B 12th Jul"	Values			"W4 W/B 15th Mar"	Mental Toughness II
"W7 W/B 19th Jul"	Showing value/ End of year Awards	"W4 W/B 15th Mar"	Communication- Giving and receiving constructive criticism		
				"W5 W/B 22nd Mar"	Mental Toughness II
		"W5 W/B 22nd Mar"	Communication- Interviews		
				"W6 W/B 29th Mar"	End of Year Review (getting ready for exams)
		"W6 W/B 29th Mar"	Leadership- What is strong leadership		
				Term 5	
		Term 5		"W1 W/B 19th Apr"	EXAMS/Skills and revision
		"W1 W/B 19th Apr"	Leadership- Command and control versus discuss and decide		EXAMS/Skills and revision
				"W2 W/B 26th Apr"	EXAMS/Skills and revision
		"W2 W/B 26th Apr"	Leadership- why do employers want leadership skills		EXAMS/Skills and revision
				"W3 W/B 3rd May "	EXAMS/Skills and revision
		"W3 W/B 3rd May "	Mental energy I		ExaMS/Skills and revision
				"W4 W/B 10th May"	EXAMS/Skills and revision
		"W4 W/B 10th May"	Mental Energy II		EXAMS/Skills and revision
				"W5 W/B 17th May"	EXAMS/Skills and revision
		"W5 W/B 17th May"	Confidence in Speaking		EXAMS/Skills and revision
				"W6 W/B 24th May"	EXAMS/Skills and revision
		"W6 W/B 24th May"	Oracy		EXAMS/Skills and revision
				Term 6	Year 11 Leave
		Term 6		"W1 W/B 7th Jun"	

Appendix E: Overview KS5 (Years 12 and 13)

	Year 13	Year 12
	Key Concept	Key Concept
Term 1		
"W1 W/B 7th Sept"	Personal Statements	Motivational Resilience
"W2 W/B 14th Sept"	Personal Statements II	Apprenticeships
"W3 W/B 21st Sept"	Choosing The Right Course	Financial Literacy - Wages
"W4 W/B 28th Sept"	What Are Apprenticeships?	Leadership: Leading with the Head and the Heart
"W5 W/B 5th Oct"	Relationship – Social media effects	Mental Health Awareness/Antibullying (RSE)/
"W6 W/B 12th Oct"	Flexible Working vs Systematic Working	Leadership: Systematic and Flexible Leadership
"W7 W/B 19th Oct"	Leadership	Well being and Stress / Online Safety/Relationships (RSE)
Term 2		
"W0 W/B 2nd Nov"	Flipped Learning	Flipped Learning
"W1 W/B 9th Nov"	Black History Month	Higher Education Perspectives/Black History Month
"W2 W/B 16th Nov"	Importance of Organisation	Preventing Harm
"W3 W/B 23rd Nov"	Organisation- for the future	Unity and Division
"W4 W/B 30th Nov"	The General Election	Putting others first
"W5 W/B 7th Dec"	Political Parties	Helping Others I
"W6 W/B 14th Dec"	Christmas End of Year Quiz	Helping Others II

Term 3		
"W1 W/B 4th Jan"	Digital Footprint	Initiative- Creative problem Solving
"W2 W/B 11th Jan"	Resilience	Initiative- How do I learn
"W3 W/B 18th Jan"	Forcasting and the big picture	Initiative- showcasing
"W4 W/B 25th Jan"	Recruitment and Training	Apprenticeshops- professional and legal progression route
"W5 W/B 1st Feb"	National Apprenticeship week/Adulting- Managing Money	My life - Managing Change
"W6 W/B 8th Feb"	Consent and risky sexual behaviour (RSE)	Sexual Health-STI, consent, Risky sexual behaviour and contraception (RSE)
Term 4		
"W1 W/B 22nd Feb"	Safer Internet Day	Communication- what works for you?
"W2 W/B 1st Mar"	International Women's Day	Communication- Empathy
"W3 W/B 8th Mar"	Apprenticeship fair	Communication- development
"W4 W/B 15th Mar"	STI Awareness (SRE)	Apprenticeships- Science and Health
"W5 W/B 22nd Mar"	Easter Celebration	My health/Being Mindful I
"W6 W/B 29th Mar"		My health/Being Mindful- II
Term 5		
"W1 W/B 19th Apr"	Future Planning/What can I do	Relationships- Preparation for Post 18
"W2 W/B 26th Apr"	CV Workshop	Living without harm/ Dealing with Stress
"W3 W/B 3rd May "	Online & Video Assessments Preparation	Living without harm/The ripple effect
"W4 W/B 10th May"	Online & Video Assessments Preparation	
"W5 W/B 17th May"	Initiative/ End of Year review	Listening and responding
"W6 W/B 24th May"	Revision Skills Exams	Confidence in speaking
Term 6		
"W1 W/B 7th Jun"	Revision Skills Exams	Working with others and making meaningful plans
"W2 W/B 14th Jun"	Revision Skills Exams	Writing personal statements/One to ones University choices
"W3 W/B 21st Jun"	Revision Skills Exams	Higher education - How to handle interviews
"W4 W/B 28th Jun"	Revision Skills Exams	Self-management I
"W5 W/B 5th Jul"	Revision Skills Exams	Self-management II