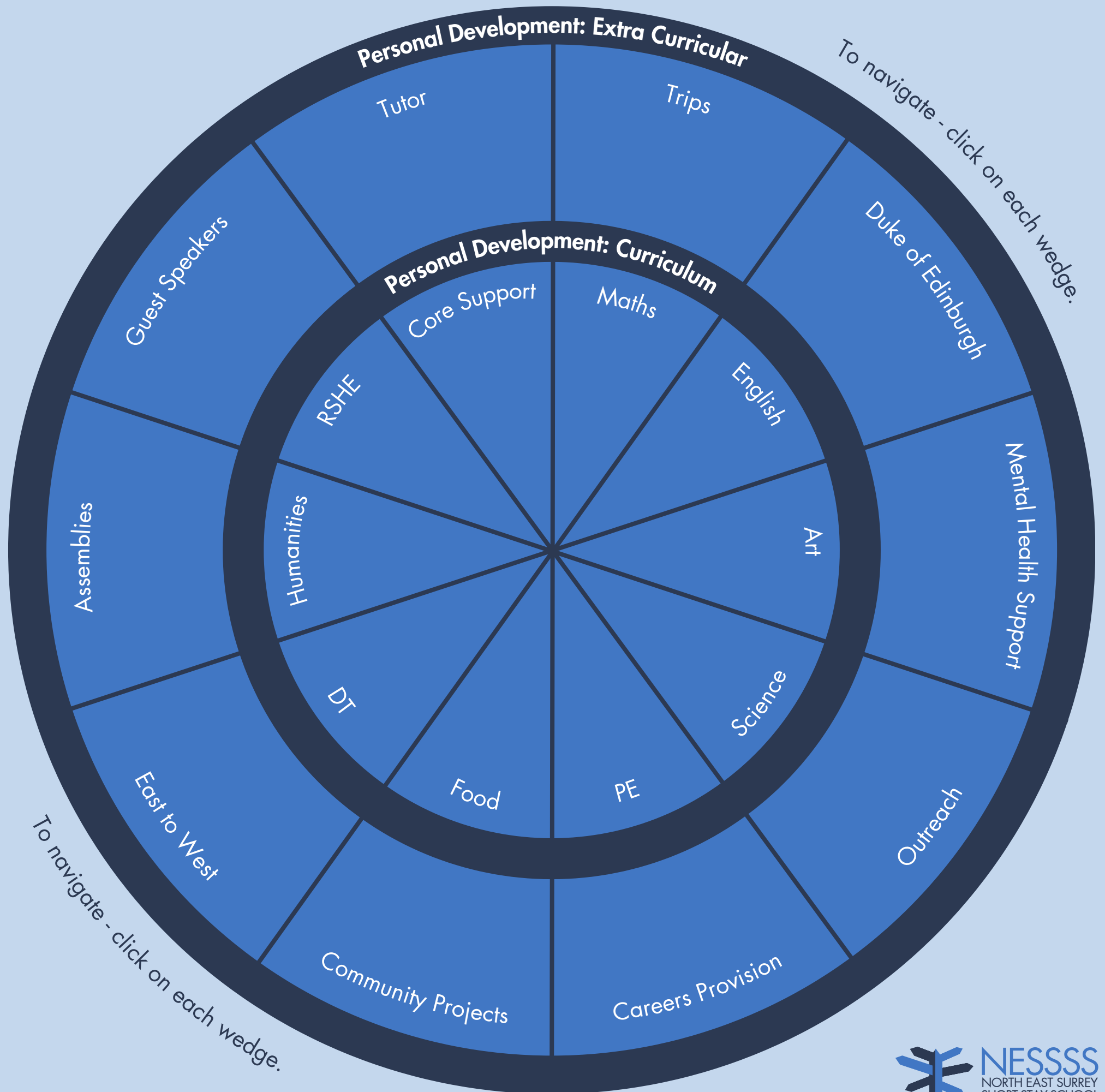




Responsible citizens: Creating opportunities to confidently and effectively use mathematics to think logically and meet the everyday demands of life.

Healthy and active lifestyles: Questions framed around planning journey times, arriving on time, cooking, measuring, and temperatures.

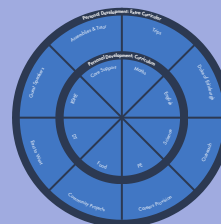
Equality of opportunity: Ensuring all pupils learn how to safely manage their finances, including cost of shopping, correct change, discounts, wages, and budgeting.

Healthy relationships: Planning holidays, birthdays, day trips, and other family-based events.

Supporting careers: Employment areas referenced in the curriculum include hair and beauty, building, catering (chef), mechanics, the armed forces, journalism, and games/app design.

SMSC: Exploring the mathematics applied in different cultures, such as Rangoli patterns, symmetry projects, Fibonacci sequences, tessellations, and Islamic geometric patterns. The ability to use exchange rates for foreign travel is also an important life skill that students will learn.

Other elements of PD: Pupils are taught to be self-reflective, ask questions to help them solve problems, and make positive changes.



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British Values: Respect and the law are integral to the curriculum.

- *The Hate U Give* text specifically addresses this in the summer term.
- *Newsround* comprehension helps students understand current news and events.
- Using short texts to illustrate everyday situations.

Building character, confidence, and resilience: Learning how to complete extended writing and build "stamina".

- Challenging texts that require deeper thought and analysis.

Recognising online risks: Staying safe online.

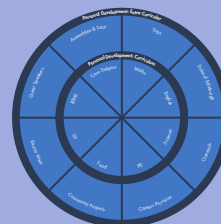
- Social media: Group discussions about age restrictions.
- Guidance on proper online behaviour.
- Baseline assessments create awareness around social media (e.g., TikTok).

Appreciation of differences: Challenging stereotypes that young people may face, encouraging debates around respect and tolerance.

- *The Hate U Give*
- *Seven Ghosts*
- *Look Both Ways*

SMSC: Texts expose students to broader cultural perspectives.

- Group discussions and analysis of texts.
- Understanding culture from different perspectives.



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Art

Responsible citizens: Encourage students to use art as a tool to address social issues and advocate for positive change in their communities.

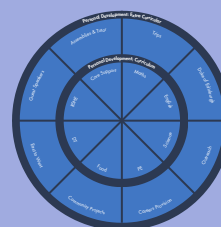
Healthy and active lifestyles: Engage students in hands-on art activities, such as sculpting, painting, and large-scale installations, that promote movement and improve fine motor skills.

Equal opportunities: Ensure the art curriculum includes diverse artistic traditions and perspectives, allowing all students to see their own backgrounds and experiences reflected in the material.

Appreciation of differences: Encourage students to create art that reflects their own identities and experiences, promoting understanding and empathy across different age groups, genders, abilities, races, religions, and sexual orientations.

SMSC: Foster self-expression and reflection, providing opportunities for students to explore their emotions, beliefs, and values through art-making.

Careers: Offer students opportunities to develop valuable skills such as creativity, problem-solving, communication, and critical thinking through art projects and activities.



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NESSSS Values:

Integrity

Respect

Perseverance

Science

Responsible citizens:

- Understanding environmental impact, climate change, and their effects.
- Learning about the transfer of pathogens and how to reduce transmission risks.
- Making informed choices about vaccinations and responsible decisions regarding fertility and fetal abnormalities.

British values:

- Developing respect for the natural world, ecosystems, and how to protect them.
- Showing tolerance and understanding of different health conditions, diseases, and syndromes.

Healthy and active lifestyles:

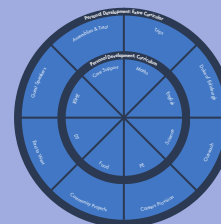
- Exploring the impact of various lifestyles, diets, and exercise on the body.
- Understanding the long- and short-term effects of healthy and unhealthy lifestyles.

Building character, confidence, and resilience:

- Gaining insight into the hardships people face related to their health, lifestyle, or circumstances.
- Building respect for the natural world, which helps develop character.

SMSC:

- Considering moral decisions related to the environment, natural world, energy production, and ore extraction.
- Understanding the social impact of spreading pathogens.
- Gaining awareness of diseases that affect people from different cultures and regions.



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NESSSS Values:

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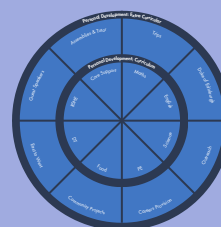
Responsible citizens: Physical education teaches students the importance of fair play, following rules, and respecting others—essential qualities for responsible citizenship. Students will also learn the importance of taking care of their bodies and overall wellbeing.

British values: In PE, students often participate in team sports, which emphasise the value of democracy through team-based decision-making. The rules and regulations governing sports help students understand the principles of fairness and respect for the rules.

Healthy and active lifestyle: Physical education highlights the importance of leading a healthy lifestyle by introducing students to various individual and team sports, along with new methods of exercise they may not have encountered before. Theory lessons also explore nutrition, training principles, and lifestyle choices to help students live a healthier life.

Equality of opportunity: PE promotes equality by ensuring that all students have access to physical activity, regardless of their background or abilities. It provides opportunities for everyone to participate in various sports and activities, allowing them to showcase their skills and talents.

Careers: Leadership, communication, teamwork, and discipline—skills developed in PE—are valuable for many careers.



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Food

Responsible citizens: Learning to cook is a fundamental life skill that promotes independence and self-sufficiency, reducing reliance on processed and fast food.

British values:

- Liberty: Cooking lessons offer pupils the freedom to make choices about ingredients, taste, and presentation, fostering a sense of individual freedom.
- Law: Pupils must adhere to health and safety rules at all times to ensure the safety of themselves and others.

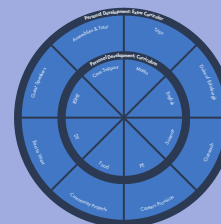
Healthy and active lifestyle: Pupils will gain nutritional awareness by understanding the nutritional value of ingredients and how to create a healthy, balanced meal. They also learn about portion control, meal planning, and developing a general appreciation of food.

Healthy relationships: Working together in the kitchen encourages collaboration, task division, and mutual support, helping pupils build teamwork skills. It promotes effective communication, conflict resolution, and allows pupils to celebrate each other's successes.

Careers: Cooking lessons equip pupils with practical skills, industry knowledge, and professional attributes that are highly valued in the catering and hospitality industries.

SMSC:

- Social: Cooking and eating together foster social connections.
- Cultural: Pupils develop an appreciation for diverse cultures through food.



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NESSSS Values:

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British values:

- Collaborative Projects: Projects like the Structures Project promote tolerance and respect.
- Classroom Discussions: Exploring product design and discussing what makes good design encourages the sharing of ideas, supporting democracy and respect.

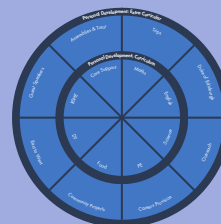
Healthy and active lifestyle:

- Community and Enterprise Projects: The Birdhouse Project encourages outdoor activity, while the Christmas Enterprise Project focuses on designing and making products for the needs of others.
- Human-related Design/Ergonomics: The CAM Toy Project promotes time away from devices and encourages designing and making gifts for others, contributing to positive wellbeing.

Building character, confidence, and resilience: Students develop both technical and essential life skills through Construction Skills Units, working with electrics, decorating, carpentry, the Fuse Tester Project, and using tools and equipment, learning their wider applications around the home.

Equal opportunities: Students have access to Computer-Aided Design (CAD) with adaptive teaching to support learning. There is equitable access to equipment and facilities. The curriculum is inclusive, built around personal interests and relevant product design for human needs. Pupils also explore the work of designers from diverse backgrounds.

Appreciation of differences: The Design and Technology curriculum is inclusive and promotes diverse teamwork. Students design products that cater to a wide range of users.



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Humanities

Responsible citizens: Learning about humanitarian aid and disaster relief.

British values:

- Democracy: Exploring dictatorships, WWI, and WWII.
- Law: Topics include the Suffragettes, blood diamonds, child soldiers, and the Christmas Truce.
- Liberty: Human rights, refugees, the United Nations, and food security.
- Tolerance and respect: Studying remembrance, conflict and peacebuilding, and shell shock.

Building confidence: Understanding life in the trenches, living in lower-income countries, and the development of civil rights.

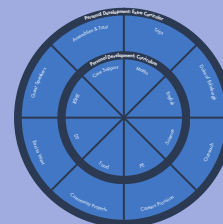
Recognising online and offline risks: Examining the distinction between terrorists and freedom fighters, human rights online, the war in Ukraine, and the IRA.

Dangers of inappropriate use of technology: Investigating the use of propaganda and its impact on society's understanding.

Appreciation of differences: Topics include genocide, Anne Frank, the Holocaust, the UN, the Suffragettes, refugees, democracy and dictatorships, the distinction between terrorists and freedom fighters, and climate change.

Careers: Exploring careers in the armed forces. The analytical nature of history links to industries such as finance and politics, while geography relates to social science, construction, environmental work, surveying, and travel.

Other elements of PD: Understanding how life in the UK is connected to the wider world.



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British values: Pupils across all key stages have lessons on topics such as county lines, youth crime, knife crime, laws and rules, democracy and voting, civil cases, miscarriages of justice, and capital punishment.

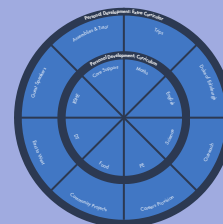
Healthy and active lifestyles: Pupils learn about smoking and vaping, healthy living, BMI, diet, eating disorders, balanced diets, exercise, STIs, and alcohol consumption.

Building character, confidence, and resilience: Lessons focus on self-esteem, self-confidence, personal identities, aspirations, and mindfulness.

Online and offline risks / dangers of inappropriate use of technology: Topics include internet safety, the dark web, sexting, online grooming, and revenge porn.

Appreciation of differences: Pupils explore diversity, human rights, asylum, racism, cultural cohesion, equality, sexism, stereotypes, and trans identity.

SMSC: Lessons cover cultural cohesion, diversity, equality, and democracy.



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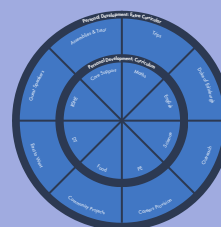
Core Support



British values: Statistics is often used in democracy to effect change or justify decisions, so developing critical thinking skills through mathematics will help students build resilience against exploitation by extremes. Exploring the numerical aspects of individual liberty—such as income taxation, blood alcohol levels when driving, and speed limits—enhances this understanding. Various mathematical concepts can stem directly from statistics used in law, including taxation and calculations necessary for ensuring industry compliance with health and safety regulations.

Equal opportunities: In mainstream schools, most pupils are taught mathematics in sets, meaning that those with higher ability study different content from those who do not. At NESSSS, we differentiate our teaching while ensuring all students are taught together. This approach means no one is left behind, allowing children to support one another and be exposed to mathematical concepts they may not have encountered otherwise.

Careers: While mathematics itself may not be directly applicable to every pupil's adult career path, the skills learned in mathematics—such as problem-solving—will be essential throughout their lives.



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NESSSS Values:

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Trips



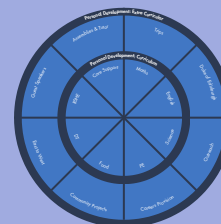
British values: Students are respectful of others when on trips, as we often share spaces. They also show respect to staff leading activities, such as trips to Brooklands Museum and Walton Firs.

Healthy & active lifestyle: Most of our trips include a physical element and promote exercise, such as ice skating, rock climbing, and outdoor adventurous activities at Walton Firs.

Building character, confidence, and resilience: Trips like those to Walton Firs encourage pupils to step outside their comfort zones and try new activities. This experience helps students grow in confidence when they succeed in unfamiliar tasks.

Equal opportunities: School trips provide students with opportunities to experience environments and activities they might not encounter in their daily lives. We ensure that all students can participate in trips without financial barriers.

SMSC: Our half-termly off-site trips allow pupils to socialise in different settings, encouraging teamwork and communication skills. These experiences help develop these skills in a more comfortable environment.



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NESSSS Values:

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Duke of Edinburgh

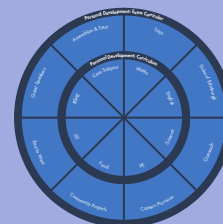


British Values: Leadership opportunities are integrated throughout all sections of the award. Students research and select their own activities, promoting democracy. Activities are inclusive and require teamwork and cooperation, particularly in the volunteering section, which fosters respect and tolerance. The Duke of Edinburgh's Award (DofE) encourages participants to pursue their interests and passions, supporting their liberty.

Building character, confidence, and resilience: The programme ensures that all students learn to value and respect diversity, fostering an environment of mutual understanding and inclusivity. This is evidenced through volunteering projects with Stanwell Foodbank and working with Hersham Rescue Greyhounds.

Healthy relationships: The Duke of Edinburgh's Award scheme provides numerous opportunities for students to develop healthy relationships. Through teamwork, leadership roles, effective communication, empathy, conflict resolution, and trust-building activities, participants learn to build and maintain positive, supportive, and respectful relationships.

Dangers of inappropriate use of technology: In our context, risks are mitigated through teacher-led, recorded evidence online, promoting positive technology use and ensuring that participants are well-informed and protected as they navigate the digital world. For instance, using technology appropriately in Geocaching.



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Mental Health Support



Responsible citizens: Conversations with pastoral leads focus on cause and effect, supported by Thrive sessions that promote emotional awareness and social development through learning tasks.

British values: Thrive sessions emphasise tolerance and respect, incorporating discussions on the ripple effect and using scenarios to model appropriate responses.

Healthy & active lifestyles: Thrive sessions explore proprioception and the effects of movement on the body. Students also learn coping skills and how to implement them in various scenarios both in and out of school.

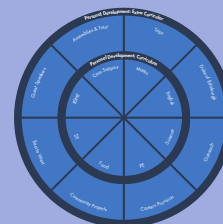
Building character, confidence, and resilience: Thrive sessions involve collaboration with external agencies such as Surrey Mind, Children's Services, and East to West, promoting character development and resilience.

Equal opportunities: Support is provided during social times, encouraging conversations around the lunch table to foster inclusivity.

Healthy relationships: Thrive sessions focus on building positive relationships with adults. Regular conversations with the pastoral and tutor teams further support this development.

SMSC: Thrive sessions address moral and social development through relationship building and scenario-based work.

Recognising online and offline risks: External providers deliver presentations, and we also conduct our own assemblies to raise awareness about online and offline risks.



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Outreach



Responsible citizens: Discussions focus on the consequences of not being responsible for our actions.

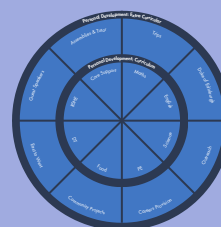
British values: We engage in discussions covering all areas of British values, such as the importance of being tolerant of others' differences and beliefs, and how historical issues may have arisen from a lack of tolerance.

Healthy & active lifestyles: We utilise the 'Eat Well' plate, set targets for physical activity, and establish healthy sleep routines.

Equal opportunities: We emphasise that opportunities are available to everyone and discuss any barriers students feel may hold them back, such as special educational needs (SEN), gender, identity, and race.

Careers: Sessions with KS4 pupils often include research on next steps and the requirements for students who do not have a planned or arranged post-16 destination.

Other elements of PD: We focus on emotional regulation, using the Zones of Regulation to equip pupils with strategies to cope when they feel heightened. We also work on developing assertiveness and solving problems in a mature manner.



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NESSSS Values:

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Careers Provision



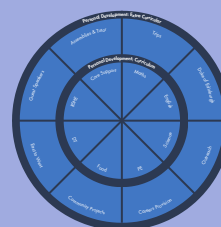
Careers: Pupils are exposed to a variety of career choices and industries through assemblies, careers-themed weeks, trips, visits, and guest speakers. KS4 pupils also gain a gateway qualification in employability.

British values: KS4 pupils have specific careers lessons that cover all aspects of starting employment. These lessons specifically focus on safe and fair working conditions (tolerance/liberty) as well as employment rules and regulations (law).

Building character, confidence, and resilience: In addition to the employability gateway qualification, many KS4 pupils will have access to the personal development qualification. This qualification provides a greater understanding of identity, personal care, and wellbeing.

Responsible citizens: Pupils receive guidance and support to find appropriate destinations that align with their skill sets and personal preferences. We also monitor the destinations of our outgoing Year 11 pupils in the new academic year to ensure they have successfully settled into their post-16 options.

Dangers of inappropriate use of technology: All pupils are repeatedly taught about e-safety and how to conduct themselves online. Through assemblies, tutor tasks, RSHE lessons, and gateway qualifications, pupils gain an understanding of how their digital footprint can affect them in the future, particularly when seeking further education, training, or employment.



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NESSSS Values:

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Perseverance

Community Projects



Responsible citizens: Our community projects involve welcoming the community onto our site and providing refreshments. We teach pupils how to be responsible and look out for others who may be less fortunate in the community.

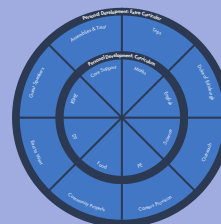
British values: Our Macmillan coffee event and Christmas fayre educate pupils about the importance of respecting others and helping those in need.

Healthy and active lifestyles: In preparation for our community events, we engage with local businesses and projects. Taking pupils off-site provides them with exercise and fresh air.

Building character, confidence, and resilience: Pupils have the opportunity to interact with adults from the community during the Macmillan and Christmas events, allowing them to build confidence when speaking to unfamiliar adults.

Equal opportunities: As part of the ethos of our community events, we emphasise the importance of inviting people from different backgrounds, ensuring that a diverse section of the community has access to our events.

Healthy relationships: By interacting with the community, our pupils gain experience in building effective relationships with the members of the community around them.



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NESSSS Values:

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East to West



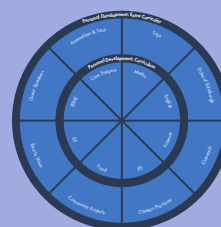
Responsible citizens: Counselling sessions explore the role of morals and integrity in society. Pupils work through social stories to gain a better understanding of how others' feelings may be affected.

British values: Sessions examine the concepts of tolerance and liberty, discussing what is acceptable in everyday life and what is unacceptable for the individual.

Healthy relationships: Sessions focus on the benefits of healthy relationships in all aspects of life—home, school, and community. Pupils are guided to make better decisions regarding relationships and to understand the impact these relationships have on them as individuals.

Healthy & active lifestyles: Sessions allow pupils to explore healthy habits, usually in relation to exercise, nutrition, sleep, and phone use.

Recognising online and offline risks: Pupils often have questions, concerns, or previous experiences of unsafe situations online. Sessions are focused on educating pupils and advising them on what to do if they don't feel safe online.



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NESSSS Values:

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Assemblies



Responsible citizens: Throughout the year, we hold various assemblies focused on becoming responsible citizens. Topics such as justice, kindness, acceptance, and trust are used to convey this message.

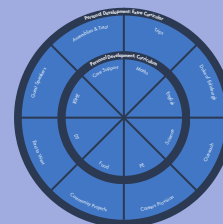
British values: We deliver an individual assembly on each of the British values over the course of the year.

Careers: There are three careers assemblies each year, one in each term. The sub-topics are destinations, pathways, and employability.

Healthy relationships: Key topics include democracy, gratitude, anti-bullying, and respect.

Dangers of inappropriate use of technology: This is covered in the e-safety assembly but is also referenced in many others, incorporating elements of social media use to make the topic relatable for pupils.

SMSC: Themes of SMSC are evident in all assemblies, with specific examples including cultural capital, personal development, faith and religion, reflection, and environmental awareness.



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NESSSS Values:

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Guest Speakers

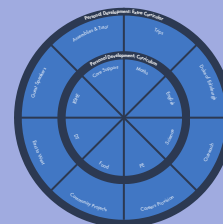


Responsible citizens: We invite guest speakers from the local fire service to educate pupils about the dangers of fire and deep water, as well as what to do in emergency situations. The 'Restart a Heart' team also visits to teach pupils how to perform CPR.

British values: We have professionals from social services, TYS, BBP, WISE, young carers, and SPOC officers speak to pupils about various aspects of British values. Sessions are tailored to meet the individual needs of the pupils and are typically conducted on a one-to-one basis.

Recognising online and offline risks: We host multiple visits and presentations from the Breck Bednar Foundation, teaching pupils about the dangers of online grooming. These sessions also include workshops to assess pupils' knowledge of e-safety, allowing us to address any misconceptions.

Equality of opportunities: We ensure that all pupils have access to guest speaker sessions. We carefully plan these around pupil timetables and organise PD week sessions to enable all pupils to engage with all PD topics before the end of the year.



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NESSSS Values:

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Tutor

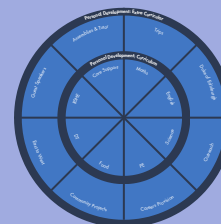
British values: Tutor time often includes activities that promote respect for others and an appreciation of diversity, such as focusing on religious celebrations or themes related to various ethnicities. As a school, we utilise tutor time to reinforce the importance of rules and laws, both within the school environment and in society.

Healthy relationships: Friday tutor time allows pupils to play games with one another, promoting conversation and interaction among students. This time enables pupils to mix with peers from different classes and year groups.

SMSC: Assemblies incorporate SMSC themes each week, which are then followed up with a tutor group activity later in the week to revisit the topic and assess understanding and recall.

Dangers of inappropriate use of technology: Tutor time discussions often address the use of social media and technology. Tutors utilise these opportunities to model safe social media practices and educate pupils about their online presence.

Appreciation of differences: Tutor groups have been deliberately designed with diversity in mind, providing pupils with the opportunity to interact with others from different backgrounds. Tutors take the lead in fostering an appreciation of various cultures, ethnicities, and identities.



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NESSSS Values:

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