

Social, Moral, Spiritual and Cultural Development at Paddington Academy



Our mission statement

Paddington Academy ensures that **every student is well-educated**, has the **opportunity** to attend **university**, and is able to lead a **happy** and **fulfilled** life.



SMSC at PA

At Paddington Academy, we wholeheartedly believe in the development of the whole child, and that achieving outstanding outcomes means both academically and personally. We deliver our SMSC programme through a range of opportunities, cohesively underpinned by our mission statement and core values. What follows is just a small example of how this is delivered.

Paddington Academy ensures that every student is well-educated, has the opportunity to attend university, and is able to lead a happy and fulfilled life. Our core values are hard work, integrity and excellence.



'No Excuses' Discipline

Our approach emphasises the importance of building the **moral character** of our students and insisting on **respect** for adults and personal responsibility for actions. Our behaviour code begins from the principle that learning in a disruption-free classroom is where we want every student to be. It places a great deal of **responsibility** on the student to meet expectations and follow instructions: we are **ambitious** for our students and set the highest **standards** for them and support them in meeting our expectations.

Some examples of 'No Excuses' discipline are referrals from lessons for repeated disruption, explicit sanctions for poor behaviour outside school (Community 5), and processes to support **reflection** and **reconciliation**.

A student understanding the consequences of their actions is important in the process of building character; **reconciliations** with teachers always take place and include writing letters of apology to teachers and parents. The **consequences** of poor standards of behaviour also include **detentions** and **community service**.

Teaching and Learning

A regular process of reflection is embedded into every subject that encourages student ownership of learning; this encourages students to reflect on their learning through Make a Difference (MAD) time and is mapped across the curriculum. Students also receive 100% books or folders, and self-quizzing books, to allow them to develop good learning habits by reviewing previous learning or preparing for future lessons. Group work is incorporated regularly into lessons, as is peer support and guidance, encouraging reflection. Each classroom has a 'How we are learning' chart which supports students' understanding of the appropriate behaviour for a particular activity and encourages self-regulation.



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Academic skills development

Throughout their time at PA, students are encouraged to reflect on their learning process, and evaluate how effective learning happens. This is explored through tutor time, where students reflect on their results, consider their progress, and set themselves targets. During tutor time, students also broaden their learning skill set by evaluating and practising different revision and different methods for approaching homework and independent learning. This is further supported at KS4 and 5 with planned independent study sessions, which help students prioritise their independent learning and manage their time, setting them up for success as they move further up the school and beyond.



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Learning and career guidance/enrichment

In conjunction with other organisations, we offer a wide range of careers and enrichment across the key stages that develop students' public speaking and social skills, as well as increase their exposure to new experiences. These include Envision, IntoUniversity, Careers in Focus (e.g. STEM), Faraday Challenge, university visits, and Career Ready.

Alongside this, students have access to careers guidance, and have personal interviews in Year 11 to support their transition into KS5.

Students also experience interview day in Year 10, conducted by external professionals to help practice the interview process and develop their confidence as they speak in a formal setting and to a professional with whom they are unfamiliar.

Year 9 students attend a Careers Fair which provides them with the chance to talk to industry professional and ask questions, helping them reflect and plan for their future during the option-choosing process.

Assemblies and responsive moments

Our **year-group specific assemblies** allow tailoring of messages to individual year groups. These are all anchored in our **core values - hard work, integrity and excellence** – and are mapped to share important themes with students: acceptance and tolerance, our global responsibility, democracy and your voice, equality and understanding, your future beyond the classroom, inspirational people, e-safety, manners and appreciation, as well as practical learning habits and strategies.

Responding to and explaining national or global incidents is important to support children in their understanding of world events and the beliefs of others. We use **responsive podcasts** to explain the background to significant global, national or local events, such as Remembrance Day, terrorist attacks, or Grenfell Tower; these informative podcasts guide students away from ignorance and fear based judgements, but instead encourage them to develop maturity, understanding and tolerance. Where appropriate, we hold one-minute silences preceded by a podcast to contextualise the moment of reflection.

Pastoral and inclusion support

Tutor time is a vital part of the school day from Monday to Thursday, and includes personal, social and health education. Students explore moral and ethical issues and develop understanding of others' perspectives. Tutor time is also an opportunity for key learning around personal conduct and responsibility. Following assessments, tutor time is also an opportunity for reflection and target setting, where students evaluate their goals and steps to achieving these goals.

Whole-class guided reading takes place across the school in tutor time, when students read contemporary and classic texts to support good reading habits twice a week. This develops the skill of reading aloud, guided and supported by their tutors. Reading together allows for exploration through discussion of themes presented through literature, such as struggles with growing up, in different cultural, social and historical context. Students are involved in the selection of texts through their elected student council representatives. Years 12 and 13 read non-fiction texts to support their wider understanding of the world around them.



Pastoral and inclusion support (cont.)

In their final KS4 year, students are allocated a Year 11 mentor who provides academic and emotional support and guidance to reflect and set themselves targets at key points throughout the year.

A counselling service is also available to all students, as are other supportive networks such as girls' group, conflict resolution, coping with anxiety and social skills. These sessions help build resilience and confidence, support students with managing their emotions, and give them strategies for coping in situations they find challenging.

Keyworkers work with our more vulnerable students, meeting with them once a week to build student confidence, support students with organisation, and managing relationships.

The Year 8 Residential offers the whole year group to attend an adventure weekend, where they develop team-building skills, challenge themselves in an unfamiliar setting and build relationships.

Student leadership and student voice

Genuine leadership opportunities help build a stronger school community and empower students. These activities deepen to the sense of pride students feel about their school and enable students to develop leadership skills and contribute to school life. A huge range of opportunities is on offer for students to represent their peers and actively participate in the school community. Just a sample of the opportunities on offer are being a **department ambassador** involved in curricular events, such as World Book Day, Maths Week and Science Week, taking part in whole-school events, such as Mock Elections (e.g. the referendum and the general election) and **BBC School Report**, becoming a **student librarian**, working with visiting **United Teaching** teachers to better understand the student perspective, taking part in **student panels** for teaching interviews, represent the school by being ambassadors on occasions such as Open Evening/Morning and Transition Day, or completing a **sports leadership award**.



Student leadership and student voice

Student Council: Representatives from each tutor group are elected by their peers to form the Year Group Student Council. The role council is to coordinate and liaise between tutors and students on campaigns particular to their year group, and work together to find solutions to issues concerning their year group in particular. In Sixth Form, the student council run an initiative designed by students: a peer-support programme called ‘Helping Hands’ which enables students to support and guide one another through their studies and give back to their community.

Junior Leadership Team (JLT): The appointment of the JLT takes place in the first half-term of the year, and through a rigorous interview process (conducted by staff and KS5 student leaders), these students form the JLT led by the KS5 student leaders. The JLT works alongside the Senior Leadership Team to ensure students are well-represented in whole-school decisions, such as the ‘No Excuses’ behaviour policy and the introduction of a new uniform. The JLT ensures students regularly have the chance to share their opinions about school life, and also receive feedback about changes that have been made as a result of their input. The JLT also role-models taking an active part in school life, such as presenting in assembly, to teachers and tutors, meeting with visitors and participating in the organisation and implementation of whole-school events and campaigns.



Student leadership and student voice

Student voice

Alongside the Student Council and the JLT and informal student voice collection, there are various formalised opportunities for students to have a voice. These include an online annual survey covering all areas of KS3 school experience, and regular student review of KS5 BTEC courses. Feedback from this survey has resulted in additional toilets being opened for Years 7 and 8, a review of the catering provision, and Years 7 and 8 students using the staircases at separate times to older students.

A broad and balanced curriculum

SMSC is embedded across the curriculum, and explored through many lessons at different opportunities. Just a few examples of this are:

English: Exploring social responsibility and consequences of actions in Priestley's 'An Inspector Calls' at GCSE; understanding political corruption and the importance of freedom of speech through Orwell's 'Animal Farm' in Year 8; understanding the emotional and social impact of war through the conflict poetry in Year 9

History: Understanding slavery and the significance of the British Empire in Year 8; exploring the development of the USA between 1929 and 2000 in Year 9

Geography: Understanding the global impact of tectonics and their effects: volcanoes, earthquakes, and tsunamis in Year 8; exploring the causes and effects of climate change and globalisation in Year 9

RE: Understanding belief and unbelief through an exploration of meaning, purpose and truth in Year 7; exploring and debating philosophical and ethical issues in the modern world - good and evil in Year 9



A broad and balanced curriculum (cont.)

Drama: Developing an appreciation for live productions at GCSE through watching and reviewing; understanding the history of drama through Commedia dell'arte (1500s) in Year 7; exploring fluid and challenging issues such as identity and representation at GCSE

Music: Understanding music and musical influences from other cultures: African music in Year 7, reggae, blues and jazz in Year 8; exploring how music expresses and generates feelings such as joy and fear in films in Year 9

Art & Design: Exploring the relationship between the effects of war on an individual through Fatma Lootah's work in Year 9; exploring opportunities to discuss topics such as race, socio-economics, culture, belonging, identity and sexuality through an exploration of the work of Kehinde Wiley

PE including Dance: PE at PA develops three key components: fit for life, fit to lead and fit to perform which explore how exercise and fitness can support a healthy life, the importance of good nutrition and how to lead a team successfully, with emphasis on what good coaching looks like which encourages reflection and personal development.



Curriculum enrichment

A wide range of extra-curricular activities supports the emotional development of our students, and broadens their horizons. These cover all subjects, and include many clubs and activities, such as:

Visiting speakers, such as **Freddie Knoller**, a holocaust survivor who has visited the school annually to speak to Year 9 students for several years, and **Captain Shaesta Waiz**, the first civilian female Afghani pilot, inspiring achievement in the fields of aviation and STEM.

The **Performing Arts** department offers a range of **extra-curricular activities**, such as weekly **instrumental lessons**, and **school productions** that showcase drama, dance and music performances. These are performed for the **local community** and local **primary schools** are invited to attend a special production. Other opportunities include **workshops with professional companies** such as the Old Vic and Frantic Assembly, and theatre trips (recent examples are Julius Caesar, Jane Eyre and Girl from the North Country).



Curriculum enrichment (cont.)

In **Maths**, students participate in multiple competitions on **Pi Day**, via treasure hunts, reciting pi, and **timetables rockstars**. A trip to the **Royal Institution** encourages girls in maths careers, and **UK Maths Challenges** encourages competition with bronze, silver and gold certificates. A summer school at **Kings University** for Year 10 students encourages them to develop a wider sense of maths and deepen skills. Students also break new codes each week through the **National Cipher Challenge**.

The **Art and Design** department run a regular trip to inspire and stimulate through exploring works of art in situ, such as the Berlin Art trip and Normandy Art trip, which broaden students' social and cultural horizons.

The **Physical Education** department offer regular extra-curricular clubs, such as football, basketball, chess, dance, tai chi, boys' and girls' dance clubs. Regular fixtures with local schools and leagues are arranged which encourage the development of team work, sportsmanship and commitment.



Curriculum enrichment (cont.)

In **English**, students at KS3 and KS4 have the opportunity to attend **theatre productions**, such as 'An Inspector Calls', performance poetry events, such as **Poetry Live**, and in-school poetry competitions (including recitals to build confidence and public speaking skills, essay competitions and art competitions inspired by poetry).

Additional enrichment events include World Book Day, World Maths Day, Pik and Science Week. The Media department run BBC School Report to develop confidence and new skills in reporting, filming and editing, and working with others. Debate Mate builds confidence in public speaking and working in teams in an unfamiliar setting, and a Transformation Trust careers event and rock concert celebrates success.



Specific learning days (stop-days)

The curriculum is supported by a range of stop days, where students spend the day immersed in the exploration of a key area of personal development. Three examples are:

Over the course of the Year 10, students attend **RE Stop Days**. These are full days of RE study in which they explore topics such as different ideas and teachings about life after death and the beginning of the universe. They also explore moral and cultural debates around topics such as abortion, genetic testing and capital punishment. Students study the importance of places of worship and visit sites across London such as St Pauls, Westminster Cathedral and the East London Mosque.

In Year 7, students attend an **e-safety day** to learn about the potential dangers of the internet and the strategies they can use to protect themselves and conduct themselves appropriately online. Students work with industry professionals to learn about the career opportunities in the technology sector.

In Year 9, students have SRE (**sex and relationship education**) days in single-sex classes to facilitate comfortable discussion. These lessons teach students to respect each other as individuals, and to encourage boys and girls to understand and honour one another. They will affirm the value of loving and caring relationships, as well as promoting personal safety and self-esteem.

