North London Collegiate School
Founded 1850

CURRICULUM POLICY

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1. Introduction

1.1 North London Collegiate School (the School) is an academically selective school. In addition to academic ability and potential the School looks for a range of qualities and skills which pupils might contribute to school life.

1.2 This policy sets out the education the School provides through the curriculum. The School's curriculum is all the planned activities the School organises to promote learning and the personal growth and development of pupils.

1.3 The curriculum is broad and balanced, and incorporates experience of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education; and, while based largely upon the National Curriculum, seeks to extend pupils' learning and provide an appropriately challenging and rigorous educational programme.

1.4 The curriculum also includes the 'hidden curriculum' i.e. what pupils learn from assemblies, the School's attitudes and values, the way they are treated and the way they are expected to behave.

1.5 This policy should be read in conjunction with the following which are available on the School website:

- Assessment, Tracking and Reporting Policy (internal document)
- Behaviour Policy
- Careers Policy (internal document)
- Educational Visits Policy
- English as an Additional Language Policy
- Equal Opportunities Policy
- EYFS Policy (internal document)
- PSHE Aims and Purposes
- Special Educational Needs and Disabilities Policy
- Use of Racial Language in a Classroom Context Procedure (internal document)
- Visiting Speakers Policy (internal document)

1.6 This policy applies to the whole school from Early Years Foundation Stage (EYFS) to Sixth Form.

1.7 This policy is available on the School website.

1.8 Copies of the above are held at the Senior School Office for consultation by parents. You may also email the School at Office@nlcs.org.uk to request hard copies which can be made available in large print or other accessible format if required.

2. Aims and objectives

2.1 The curriculum is underpinned by the aims of the School which *are to provide an ambitious education for all its pupils and to enable each girl to make the most of her own gifts. Our highest priority is to maintain a team of professional teachers to whom each pupil is important, and who can introduce their subjects with enthusiasm and drive. We want all pupils to learn to recognise academic excellence and realise that it is attainable*.

2.2 Alongside the aims of the classroom, the School strives to create a healthy environment where pupils can express themselves, grow their personalities and learn that education is much more than passing examinations.

2.3 The School fosters good relations between staff and pupils, between the pupils themselves and endeavours to maintain a community which is inclusive and teaches service to others.

2.4 The underlying objectives of the School curriculum are to:

- Provide an ambitious academic education
- Ensure a broad, balanced and engaging curriculum
- Nurture a love of learning and enthusiasm for further study
- Encourage pupils to become increasingly active, confident and self-reliant learners
- Give pupils opportunities to take on leadership and responsibility roles to stretch and challenge themselves
- Equip each pupil with the knowledge, skills and confidence to flourish at university and beyond

2.5 Pupils are encouraged to take an active role in British society and the global community. Their education is underpinned by these objectives and seeks to provide a rich programme of curricular and extracurricular activities, and to provide the conditions in which knowledge, resilience and values can emerge.

2.6 The School recognises the importance of and seeks to promote an understanding of and commitment to fundamental British values such as democracy, the rule of law, individual liberty, respect for and a celebration of the diversity of our community. The diversity in gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs is seen as an inherent strength.

2.7 The curriculum is the means by which the School achieves its objective of educating pupils in the knowledge, skills and understanding they need in order to lead fulfilling lives, including speaking, listening, literacy and numeracy skills. Through the curriculum offered, the School seeks to promote the spiritual, moral, cultural, mental and physical development of our pupils, and to effectively prepare them for the opportunities, experiences and responsibilities of adult life and of life in British society; the School's approach is laid out in more detail in Appendix A.

2.8 The curriculum includes but is not limited to class-based lessons, as well as educational visits, workshops and visiting speakers. It is developed through the many extra-curricular activities and opportunities the School organises to enrich pupils' experience.

2.9 The curriculum enables us to deliver a liberal, diverse and intellectually challenging education which challenges stereotypes and empowers our pupils.

2.10 The curriculum will be supported by the NLCS Oracy Strategy which will enable students to be confident in articulating themselves and engaging actively in academic conversation.

3. Statutory and regulatory framework

3.1 This policy complies with the Education (Independent School Standards) Regulations 2014.

4. Scope and responsibilities

4.1 The timetable and curriculum are annually reviewed as part of the School Development Plan and Evaluation process and through the work of the Junior School Leadership team and additional working groups as appropriate.

4.2 The development of the School curriculum is also informed by the monitoring of departmental, reviews which take place through a cycle of Curriculum Area Reviews (Senior School) or "health checks" (Junior School) for different subject areas, and by additional, regular lesson observations by members of the Senior Team and Junior School Leadership team.

5. Organisation and planning

5.1 The overall curriculum model for the Senior School is recorded in a 'curriculum map', which covers Years 7 to 13. It indicates the allocation to subjects and choice patterns at GCSE and beyond, as well as PSHE and activities programmes to enrich the pupils' educational experience. More detailed information regarding subject schemes of work and examination courses are available in departmental shared areas, Departmental Handbooks and GCSE or Sixth Form course guides respectively.

5.2 Departments identify specific resources required and incorporate requests for additional funding to update or introduce new topics into their departmental budget submissions annually.

5.3 The curriculum model in the Junior School is also recorded in curriculum maps, which covers Reception to Year 6. The curriculum is planned in three phases with long-term plans recorded in subject curriculum maps, indicating what topics are to be taught in each term, and to which year groups.

5.4 Medium-term plans are created or overseen by Junior School subject leaders in conjunction with the Junior School Deputy Head (Academic). The learning objectives for each area of study are set out. Possible activities, relating to the acquisition of the relevant knowledge and skills have been suggested, but teachers may vary these in order to make the most of opportunities to extend the curriculum. Teachers make their own short-term plans, which are based on the medium-term plans. These identify specific resources required and prior learning is taken into account.

5.5 At the Foundation Stage the EYFS curriculum is followed (see EYFS Policy).
In the First School, the curriculum is planned so that there is progression of knowledge and skills in all curriculum areas. A cross-curricular topic approach is adopted when appropriate, whilst ensuring a broad coverage of the curriculum.

5.6 From Year 1, subjects are timetabled separately, and each subject is planned to ensure specific knowledge and skills are learned. In addition, links between subjects are encouraged where relevant.

6. Access to the curriculum

6.1 All pupils, including those who have Special Educational Needs and/or Disabilities (SEND), have an equal opportunity to participate in the full curriculum of the School and any additional activities. The School will take all reasonably practicable measures and make the necessary Reasonable Adjustments to fulfil this obligation for pupils with SEND. Please refer to the School's Special Educational Needs and Disabilities policy, English as an Additional Language policy and Equal Opportunities policy for further information.

7. Preclusion of Political Bias

7.1 The School precludes the promotion of partisan political views in the teaching of any subject in the School. Where political issues are brought to the attention of the pupils, they will offer a balanced presentation of opposing perspectives and this requirement should be reflected both in departmental planning and by individual teachers in the planning and delivery of their teaching.

8. Curriculum Model

All lessons are 35 minutes.

Middle School

Subject	Year 7 (lessons)	Year 8 (lessons)	Year 9 (lessons)
Mathematics	5	5	5
General Science	6	-	-
Biology	-	2	3
Chemistry	-	2	3
Physics	-	2	3
English	4	4	4

PE	6	5	3
PSHE	1	1	1
MFL 1	3 (French)	3	3
MFL 2	-	3	3
Latin	3	3	2
Geography	3	3	2
History	3	3	2
Theology and Philosophy	3	2	2
Art & Design	2	2	2
Computing / Engineering Technology	2 *	2*	2/2
Drama	2	1	2
Music	2	2	1

In Year 8 pupils study two out of French, Spanish, German and Mandarin, and continue into Year 9.

* In Year 7 and 8 pupils study either computing or engineering on a half termly rotation.

Upper School

Subject	Year 10 (lessons)	Year 11 (lessons)
Maths	5	4
English	5	5
Science	10	10
Biology	4	3
Chemistry	3	4
Physics	3	4
PE	2	2
PSHE	1	^
Activities	2	2
Senior Societies	0	1
French	4 or 5 options each with 4 lessons per week in each year.	
German		
Spanish		
Russian		
Italian		

Mandarin
Latin
Greek
Latin
History
Geography
Theology and Philosophy
Art & Design
Computing
Music
Drama

^ A block of time for PSHE in Year 11 is provided within the Upper School Activities programme

Sixth Form Pathways
All sixth form pupils, in both Year 12 and Year 13, have a unit of PSHE.

A Level
Pupils take three or four subjects each at 9 periods per subject.

International Baccalaureate (IB) Diploma
Higher Level subjects have 7 lessons (6 and a conversation class in Modern Foreign Languages, 8 for Higher Level Mathematics)
Standard Level subjects have 4 lessons
Pupils have a further three periods per week which are designated for aspects of the IB Diploma Programme core, including Theory of Knowledge.

All Sixth Form students attend Senior Societies (one period per week) and Wednesday Afternoon Activities (two periods per week). Students on the A level pathway have one Games lesson per week. Students on the IB pathway have no formal timetabled Games lessons, but do still have access to the Fitness Suite during the study periods, as well as to the various clubs, teams and practices which take place before school, during lunch timetable and after school each day. All Sixth Form students are encouraged to share their sporting and physically active passions with students regularly by assistant with coaching and officiating younger age groups. Students in Years 12 and 13 also have the opportunity to co-ordinate and lead sessions, where appropriate, in their own pursuits.

Junior School Model

All lessons are 35 minutes (except for period 5 and 8, which are 30mins).

First School

Subject	EYFS	Year 1	Year 2
English	English 3 RWI 3 Handwriting 1 Show & Tell 0.5 Story 1	English 3 RWI 3 Handwriting 1 Story 1	English 5 Handwriting 0.5 Class reader 1
Library	0	1	1
Mathematics	6	8	8
Science	(See UTW)	2	2
Computing	1	2	2
Art & Design Technology	EAD 3	2	2
Humanities	UTW 3	2	2
Music	1 Singing together 1	2 Singing Together 1	2 Singing Together 1
MFL	0	1	1
PE	3	3	3
RS	0.5	1	1
PSHE	1	1 Circle time 1	1 Circle Time 1
Drama	1	1	1
Additional	Assembly 1 CIL 6 Golden time 2 TLA 1	Assembly 1 Golden time 2 TLA 1	Assembly 2 Golden Time 2 Woodland Hour 2 Chess 0.5

Lower School

Subject	Year 3	Year 4	Year 5	Year 6
English	7.5 Handwriting 0.5	8 Handwriting 0.5	8 0.5 Handwriting	8
Library	0.5	0.5	0.5	0.5
Mathematics	8	8	8	9
Science	3	3	3	3
Computing	2	2	2	2
Art & Design Technology	2	2	2	2
Geography	2	2	2	2
History	2	2	2	2
Music	2	2	2	1.5

	Choir 1	Choir 1	Choir 1	Choir 1
MFL	1	1	1	1
PE	4	4	4	4
RS	1	1	1	1
PSHE	1	1	1	1
Drama	1	1	1	1
Additional	Chess 0.5 Golden Time1	Golden Time 1	TLA 1	Current Affairs 1

9. Monitoring and Review

9.1 The Head and Senior Team will regularly monitor and evaluate the effectiveness of this policy.

9.2 This policy will be subject to review at least annually by the Deputy Head (Academic) and Head of Junior School (or more frequently if changes to legislation, regulation or statutory guidance so require).

9.3 This policy will be subject to critical review by the relevant committee of the Governing Body every year.

9.4 The date of the next review is shown on the front page.

Appendix A: Spiritual, Moral, Social and Cultural development of pupils across the curriculum

The Spiritual, Moral, Social and Cultural development of pupils is valued and promoted across the Curriculum and in other ways in wider pupil provision in the Junior and Senior School.

Below are some examples of ways in which the spiritual, moral, social and cultural development of the pupils takes place within the curriculum. This list is by no means exhaustive.

(a) *Ways in which the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and inclusion of those with different faiths and beliefs are actively promoted*

In order to achieve this we aim to preclude the promotion of partisan political views in teaching of any subject in the School.

Junior School

- Pupils are taught about a number of different faiths in RS in order to develop awareness of a wide variety of faiths and associated political structures. In addition Year 6 pupils learn about people who do not believe in a God.

- The older pupils are introduced to the concept of several different types of political regimes and current affairs in History and PSHE such as Nazi Germany, and Windrush.

- There is an 'open door' policy where lessons are observed by colleagues regularly, including 'Learning Walks' by the Junior Team.
- There is an expectation of parity of teaching across the layer, facilitated by a joint planning time between form/subject teachers.
- Schemes of work are reviewed by the subject leader and the Deputy Head Academic.
- Subject policies set out the ethos of the subject area and are reviewed by the Deputy Head Academic.
- All staff are forbidden to give any partisan or biased views whenever any political themes or issues are taught or discussed.
- A visiting speaker does not address pupils unless staff have assessed the suitability of the scope and contents of proposed presentations in advance of the talk. Checks are made on the visiting speaker to ensure there could be no element of radicalisation in their address.

In order to achieve this we aim to take such steps as are reasonably practical to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views

- In the Junior School we do not hold separate assemblies for year groups - all pupils attend the same assembly (FS and LS separate assemblies).

The member of staff responsible for Canonaid ensures the chosen charity has appropriate values for the School community and shares these with the Head of Junior School.

Senior School

- The Politics Society organises mock referendums and elections throughout the year on a range of contemporary political topics, e.g., the general elections.
- Responsibility posts are allocated to pupils by a democratic process: posts are advertised; pupils apply for them; a transparent form of selection takes place through a series of interviews and / or writing of letters.
- All major faiths are represented with a Senior Society and pupils are always welcome to form their own Societies after consultation with the Senior Assistant Head.
- Many of the Societies also represent a range of diverse groups, including LGBTQIA+, Afro-Caribbean, and FemSoc. Societies are welcome to run events at key points in the year (such as Black History Month or International Womens' Day)
- School rules include the prohibition of illegal drugs; talks from outside speakers include references to the consequences of breaking the law.
- Theology and Philosophy, History and Politics lessons include these topics.
- Assemblies regularly demonstrate this ethos.
- Middle School PSHE Schemes of Work include sections on the law in relation to what young people are not allowed to do at certain ages.
- The right to hold your own beliefs and express opinions (while also taking account of the need to avoid giving offence) is upheld in discussions in lessons, student publications and performances and assemblies, PSHE Schemes of Work include sections on democracy, government and law.

(b) Ways in which principles are actively promoted which -

(i) Enable pupils to develop their self-knowledge, self-esteem and self-confidence

Junior School

Celebration assemblies

- All Junior School staff can nominate pupils for weekly certificates with the Junior School Head.
- Every half term the Lower School has a Celebration Assembly when certificates and awards are handed out to celebrate both in School and out of School achievements.
- Music Assemblies regularly showcase pupils learning instruments or taking singing lessons and pupils are offered the opportunity to sign up for 'Breakfast Busking' performing as pupils enter assembly.

Concerts to develop confidence

- All the Lower School pupils take part in the Winter Concert and the Summer Concert as members of a choir, the orchestra, an ensemble or Canons Choir.
- First School pupils all take part in an annual production, separate year group productions and assemblies.

Performances/ clubs to build confidence

- Lower School pupils take part in a yearly form assembly to perform in front of the Lower School and their own parents. In addition, there are occasions to perform in front of some parents such as Founder's Day
- First School pupils perform regularly – Harvest Festival, annual productions and assemblies.
- There are separate Years 3/4/5/6 drama productions every year.
- The pupils are given the opportunity to learn a wide variety of music lessons or have singing lessons and they can join the Junior School Orchestra and Ensemble which meets weekly.
- There is an annual ensemble concert and Y6 Soloist concert for pupils to perform to parents.
- There are a wide variety of extra-curricular clubs that help promote these qualities such as Drama, Dance, including Ambitious Actors, Poetry and Musical Theatre Dance. Other clubs to build confidence include mindfulness club, Y5 Maths Clubs, Cookery Club.
- Clubs are changed every term enabling the pupils to make a choice of the 45+ clubs on offer the following term and to make the most of the opportunities available.

Schemes of work/learning habits including PSHE

- The PSHE curriculum is built around three themes, two of which are Health and Wellbeing and Relationships.
- All Lower School pupils have regular Personal Appointment Times (PAT) with their form tutor to celebrate success and to discuss any issue that may be a concern.
- Regular Circle times with form teachers.
- Profile books used between Years 3 and 6 are a celebratory record of the pupils' time in the Junior School.
- The parents and pupils in Year 5 attend a talk about puberty.
- Lower School pupils learn about positive body image in PSHE.
- Termly pastoral care staff meetings take place with all teaching staff.
- The Deputy Head Pastoral meet regularly with the School Counsellors.
- The First School pupils have a Challenge of the Week assembly that promotes the Golden Rules or Learning Friends.
- Learning Habits are used as a pastoral and academic focus and equip pupils with skill such as self-reflection, focus, resilience, empathy and collaboration.
- The school values of curiosity, commitment, courage, community, aspiration and purpose are reinforced by the colour team point system

Roles of responsibility

- Form teachers give responsibilities to pupils in their own classes such as homework monitor and recycling monitor.

- Lower School form monitors are selected three times a year to help develop self-esteem and leadership qualities.
- There are posts of responsibility for pupils in Year 6 including Junior Leaders, PE ambassador, Librarians, First School readers and School Council Executive and Year 6 Ambassadors.
- A School Council has representatives from each year, which change termly, and the Executive is made up of Year 6 pupils.
- Year 6 Subject Ambassadors are involved in promoting subjects such as organising and assisting with subject competitions and events.
- Lower School pupils from Year 5 have the opportunity to act as coach chaperones to the First School pupils.

Colour Competitions

- In the summer term there is an inter house colour team event involving pupils from different classes. These teams compete in the Swimming Gala and the Sports Day event. There is also an inter house poetry recitation colour competition. Colour team points are also collected by individuals which add to their teams total.

Form Teacher role

- Unique form teacher/subject teacher model – ensures that pupils have a significant amount of contact with the form teacher. Morning form times and end of day form times.
- Form buddies system - these are members non-form teaching staff linked to a form, supporting the role of the form teacher.

<u>Senior School</u>

- The programme of Senior Societies, where pupils lead the full range of activities in the School allows pupils to develop their self-confidence and awareness.
- All staff can nominate pupils for weekly commendation meetings with the Head. These recognise contribution to wider School life, extracurricular or achievements outside School.
- All pupils have a yearly report reading session with their tutors in which they are encouraged to evaluate their progress (e.g., by a self-appraisal form) and devise their own targets. The programme of Senior Societies allows for pupils to develop their self-knowledge, self-esteem and confidence by encouraging and facilitating pupil leadership and discussion.
- Colours and half colours are awarded termly to pupils in Years 10 and above for exceptional service to the School in several different areas (drama, music, community service etc.).
- As part of the termly Cups and Colours Assembly, students in the Middle School are also awarded with key prizes for academic or other achievements.
- Pupils regularly take Layer and whole School Assemblies, either as groups or individuals. This begins in Year 7 and continues throughout the School. Assembly on Friday each week is taken by a group of pupils.
- There is a strong programme of partnership days and symposia with other Schools both from the independent and maintained sectors. In the Middle School these are

designed to build confidence and self-esteem. In the Upper School and Sixth Form academic symposia and partnership activities promote self-confidence and articulacy. In the Junior School partnership events are used for staff and pupil subject development.

- There is a thriving Debating Society which holds debates every week for both the Middle School and the Upper School/Sixth Form.
- The PSHE Schemes of Work include sections on building self-esteem and self-confidence both in oneself and others and promote open discussion of ways in which confidence may be enhanced/undermined.
- Year 7 induction activities and residential trip.

(ii) Enable pupils to distinguish right from wrong and to respect the civil and criminal law

Junior School

- Behaviour Policy (published on School website) sets out clearly expectations of behaviour and sanctions for inappropriate behaviour.
- Codes of Conduct (the Golden Rules) are displayed in each classroom: the emphasis is on being gentle; kind and helpful; being honest, working hard and looking after property.
- Colour team points are given for following these Golden Rules.
- Assembly themes address these topics regularly such as tackling issues on moral values, telling the truth and taking responsibility for their behaviour. The programme also includes assemblies on the themes of civil affairs such as Remembrance Day and the Holocaust.
- The Year 5 pupils have a PSHE unit of work on Parliament which includes Law Making.
- There is a focus on understanding of the challenges of disabilities, and the promotion of equal opportunities through assemblies and visits.
- Built into the PSHE programme are activities that cover fundamental British values of democracy, rule of law, inclusivity, mutual respect and individual liberty.

Senior School

- The Behaviour policy sets out clearly expectations of behaviour and sanctions for inappropriate behaviour.
- Codes of Conduct are discussed and drawn up by each Senior School class: the emphasis is on courtesy and consideration.
  School rules (e.g., on alcohol, smoking and illegal drugs) are included at the front of pupils' year planners.
- Senior Societies talks include topics such as healthy living and eating (given by a trained nutritionist) and ethical behaviour in business (given by a range of leading economists).
- Study skills courses and assemblies warn against plagiarism.
- PSHE Schemes of Work cover some of these topics.

- Ethics is taught at all key stages in Theology and Philosophy and pupils learn how to make moral decisions and the factors which affect those decisions.
- There is an agreed system of rewards and sanctions.

(iii) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the School is situated and to society more generally.

Junior School

Behaviour

- Pupils are expected to follow the Golden Rules which are on display in the classrooms. Pupils are rewarded for both individual and collective good behaviour and staff encourage pupils with colour team points which can be single points or 'Values points' which are worth 5 points.
- If a pupil has not followed the Golden Rules they are encouraged to reflect upon their behaviour and think about the impact it has made on the other pupil using a Think Sheet.
- Much is made of the expectation that we have few rules and sanctions in the School as we expect everyone to behave in a kind and sensible manner. At the new Year 3 parents evening we encourage parents to adopt a sensible and supportive approach towards dealing with an occasion when School considers their child has not behaved properly emphasising the fact we speak to all the pupils involved and that we want the pupils to develop the understanding that all actions have consequences and that we make mistakes but the important thing is that we learn from them.
- Circle time is used to allow all the pupils to think about their behaviour and to discuss how to deal with issues in a sensible and empathetic way.
- In PSHE and through Circle Time discussion pupils learn the importance of being kind and respectful to each other. They also learn to distinguish between unkind and unpleasant behaviour and bullying and of the different types of bullying that can take place. Staff receive training in this area.

Charity

- The pupils have an assembly at the start of every term where a visiting speaker informs them about that term's charity. We regularly raise money each term through a variety of fundraising activities and collections.
- Every December the Lower School holds a Christmas Fair to raise money which is divided amongst the Canonaid charities.
- Regular own clothes days are held, along with other events to help raise more funds for the Canonaid charity of the term.
- At the end of the Winter and Summer concerts, there is a Canonaid charity collection.

Presentations/initiatives to learn about those who have helped others

- Assemblies are taken by volunteers or individuals who help volunteer for charities.
- Assemblies are regularly given on inspiring role models e.g. Helen Keller and Nelson Mandela.
- The School Council encourages recycling and being 'green'.

Senior School

- Pupils attend parents' evenings with their parents to discuss their progress with their teachers from Year 9 upwards.
- In Years 11, 12 and 13, pupils undertake a variety of responsibility posts (e.g., running societies/clubs, School Advisory Council, Peer counsellors); in the Sixth Form all pupils are given an opportunity for leadership in this way.
- In Year 12 pupils take complete responsibility for initiating, organising and performing the Sixth Form Revue, 'Canons Follies', and raising money for the School's bursary fund.
- Our strong charity committee (Canonaid) leads many fundraising initiatives including weekly collections for the chosen termly charity, cake sales to raise money for other causes and whole School fundraising activities for Founder's Day.
- An annual 'Fantasy Fashion Show' and the annual revue 'Canons Follies' are organised by pupils and raise thousands of pounds each year for charity.
- Canonaid also organises many opportunities for community service and visits to care homes. Pupils in the Junior School Chamber Choir have visited a local nursing home to sing to the residents.
- Senior pupils act as coach pals for First School pupils on the coaches.
- Sixth Formers help with lessons and activities in the Junior School.
- Layer assemblies are regularly taken by pupils who talk about the volunteering they have taken part in.
- Assemblies are also given by outside organisations publicising opportunities for volunteering e.g., Environmental Justice Foundation.
- Assemblies are regularly given on inspiring role models e.g. Shackleton; Lillian Lindsey.
- Fantasy Fashion (an event every January) is held in memory of an Old North Londoner (ONL), raising funds for a charity she established in Myanmar. The ONL's mother gives an assembly every year updating the School on the charity's work with young refugees.
- The Year 8 PSHE Scheme of Work includes a topic on disability.
- Upper School PSHE Scheme of Work includes sections on human rights and ethical trading.
- The Environmental Awareness Society and Green Team encourage recycling and leading on issues of environmental awareness across the School.
- The IB and Duke of Edinburgh programmes includes a requirement for service.
- Assemblies are also given by outside organisations, including charities.

(iv) Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England

Junior School

- Year 5 PSHE Scheme of Work includes a section on the political structure of government in the UK and pupils visit the Houses of Parliament.
- Remembrance Day assembly commemorates members of the Armed Forces.
- Whole Junior School celebrations are held to commemorate such occasions as the Coronation.
- Year 6 Current Affairs lessons vary in content based on events in the media each week.
- Pupils have the opportunity to participate in a Mini Model United Nations (Mini MUN) group.

Senior School

- Year 10 PSHE Scheme of Work includes a section on the political structure and constitution of government in the UK.
- Outside speakers for Senior Societies (e.g., politicians; lawyers) often represent institutions.
- Politics teachers have given assemblies on e.g., Parliament.
- Pupils take part in Model UN conferences.
- Remembrance Day assembly commemorates members of the Armed Forces.
- Visits to the House of Commons take place.
- Several pupils are members of their local youth parliament and give talks to their peers on what this involves.
- Pupils are also actively engaged in the MUN Society and its respective external competitions.

(v) Further inclusion and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures

Junior School

Curriculum

- The RS programme of study covers a balance of work on the six main world religions.
- Black History Month is celebrated each year with a range of lessons and initiatives.
- The Year 5 pupils study a unit of work on mega cities in India and China
- The music curriculum in the Junior School covers music and songs from many different cultures reflecting the multi-cultural makeup of the community.

Visits

- Year 6 participate in workshops run by The National Holocaust Centre.
- Year 5 visit the local St Lawrence Church (with its cross-curricular links of the History of the school site), and a mosque.
- Year 3 visit the Hindu temple in Neasden.
- Year 2 visit a synagogue.

•Junior School pupils and sometimes their families are invited to join in religious or cultural celebrations run by the Senior School such as the 'Garba event', Iftar event or celebration of Sukkot

Assembly

- Assemblies are organised where members of staff inform pupils of aspects of their own religion, such as Easter and Eid. The vicar of St Lawrence's church or a local church has presented the Easter assembly as well as the Harvest festival address.
- There are whole School assemblies on festivals / commemorations from a variety of cultures e.g., Lunar New Year, International Day and Modern Foreign Language Day.
- Performances e.g., Performing Arts Celebration, include music and dance from a variety of cultures.

Senior School

- School societies run by Sixth Formers include Christian Society, Hindu and Jain Society, Sikh Society, Jewish Society, Muslim Society, East and South-East Asian Society, Polyglot Society, Philosophy Society, Humanist Society as well as inter faith debates and events.
- Every half term the relevant Sixth Form society committees organise separate religious assemblies (Christian; Jewish; Muslim; Hindu and Jain, Sikh; Philosophy, and Humanist). Pupils are free to choose which one to attend.
- There are whole School assemblies on festivals and commemorations from a variety of cultures e.g., Chinese New Year; Holocaust Memorial Day, Diwali/Deepavali. Harvest Festival includes talks on the perspectives of several different faiths and what harvest means to people in different parts of the world.
- Performances e.g., Canons Follies, include music and dance from a variety of cultures.
- There are many links with our franchise Schools in South Korea, Dubai and Singapore (including joint academic and extra-curricular ventures as well as a student exchange for Year 9 and a visit from Year 6 pupils).
- Exchange opportunity with a school in Germany.
- Each of the major world religions are taught by the end of Key Stage 3 in RS which promotes understanding and appreciation of the major religions.

(vi) Encourage respect for other people paying particular regard to the particular characteristics set out in the Equality Act of 2010

Junior School

- Assembly content addresses awareness of disability, race and neurodiversity.
- Canonaid focus has included charities supporting children with disabilities.
- In Science Year 6 consider how it would feel to be blind when studying light.

Senior School

- To promote respect for others PSHE Schemes of Work include discussions about disability, sexual orientation, gender reassignment, sex, marriage/civil partnership, pregnancy (including teenage pregnancy), age and race relations.
- Many of the protected characteristics are also discussed in Theology and Philosophy (Ethics) lessons.
- Assemblies (whether whole School or Layer) often address some of these issues.
- Community service opportunities allow pupils to visit and interact with people who are either elderly and/or have disabilities (e.g., visits to Knights Court Care Homes, Livability, Woodlands School).

(vii) Encourage respect for democracy and support for participation in the democratic process, including respect for the basis for which the law is made and applied in England

Junior School

- School Council and its role in promoting the above values: School councillors are elected by their forms each term. In each form, pupils wishing to stand write a letter explaining why they would make a good councillor and use this as the basis for a short presentation to their class.
- In addition to the form representatives, there is a School Council Executive made up of four Year 6 pupils.
- Suggestions for the Council to consider largely come from a suggestions box that any pupil can use. They may also come from the councillors or the Executive. Often, pupils will approach councillors to suggest something that they then bring up at the next meeting.
- Decisions on the Council are usually made by a majority vote, though occasionally the Executive will take forward an idea by itself. Councillors will often go back to their forms to canvass opinions on a particular idea, hold votes in class and then report back to the Executive in a subsequent Council meeting.
- Matters discussed by the Council vary widely as it receives suggestions on a myriad of issues. To provide a flavour of these, here are some of the issues that the Council has taken action on: ways to raise further money for charity; requests for extra break time equipment; suggested design of Wellbeing Garden; contributions to improvements to lunch menu; a request for free swimming time during long break.
- The PSHE curriculum in Year 5 has a unit on government and parliament.
- Responsibility posts are allocated to pupils by a democratic process: posts are advertised; pupils apply for them; a transparent form of selection takes place e.g., voting and/or interviews.
- RS lessons include these topics.
- Assemblies regularly demonstrate this ethos e.g., School council feedback.
- The right to hold different beliefs, live different lifestyles and express opinions (while also taking account of the need to avoid giving offence) is upheld in discussions in lessons, student publications and performances and assemblies.
- Year 6 Current Affairs lessons vary in content based on events in the media each week. Recent themes include: The difference between partial and impartial media

outlets, how politics influence news media, the environment and climate change, British values, inclusivity and respect of opinions of others, the value of digital artwork, how technology can help people connect across the world and advancements in space exploration/whether humans should be looking to make colonies on other planets.

Senior School

- Upper School PSHE programmes deal with voting and democracy.
- The Politics Society organises mock elections at the times of general elections in the UK and USA with all major political parties represented.
- Responsibility posts are allocated to pupils by a democratic process: posts are advertised; pupils apply for them; a transparent form of selection takes place e.g., voting and/or interviews.
- RS lessons include these topics.
- Middle School PSHE Schemes of Work include sections on the law in relation to what young people are not allowed to do at certain ages.

(c) Ways in which the promotion of partisan political views in teaching of any subject is precluded

Junior School

- Pupils are taught a number of different faiths in RS lessons.
- All staff are forbidden to give any partisan or biased views whenever any political themes or issues are taught or discussed.
- The older pupils are introduced to the concept of several different types of political regimes and current affairs in History and PSHE.

Senior School

- Pupils are taught about several different faiths in Theology and Philosophy and at Key Stage 4 the subject of extremism is dealt with in the GCSE Ethics course.
- Pupils are taught about a number of different types of political regimes in History and Politics.
- Lessons are observed by colleagues regularly, including 'Learning Walks' by the Senior Leadership Team.

(d) Ways in which steps are taken to ensure that a balanced presentation of opposing political views is presented to pupils.

Junior School

- A visiting speaker does not address pupils unless staff have assessed the suitability of the scope and contents of proposed presentations in advance of the talk. Checks are made on the visiting speaker to ensure there could be no element of radicalisation in their address.

- The Deputy Head Pastoral oversees the assembly schedules for all Junior School assemblies to ensure a mixture of topics, faiths, celebrations etc. are covered.
- The right to hold different beliefs, live different lifestyles and express opinions (while also taking account of the need to avoid giving offence) is upheld in discussions in lessons, student publications and performances and assemblies.

Senior School

- When speakers are invited in for separate assemblies, staff from all faiths are present and pupils from all faiths are welcome.
- A Visiting Speakers Log is kept and monitored regularly by the Senior Assistant Head, along with a termly overview sent to the Deputy Head (Academic) and Deputy Head (Pastoral) to ensure that as broad a range as possible of speakers is invited.
- The Senior Assistant Head keeps an overview of educational visits.
- Staff are present at Senior Societies where a guest speaker is delivering a talk.
- Publicity for opportunities to attend talks, events etc. out of School is screened first by Assistant Heads or Heads of Department (as appropriate).