UTC South Durham SMSC Policy

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Approved by	Governing Body
Signed: (Principal) 	**Date:** 13 October 2023
Signed: (Chair of Governors) 	**Date:** 13 October 2023

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Responsibility	Director for Inclusion

Spiritual, Moral, Social and Cultural Development Policy

1. Introduction

The Governing Body of UTC South Durham (UTC) is committed to the personal development of students, spiritually, morally, socially and culturally. We recognise that their development in these areas plays a significant part not only in their ability to learn and achieve but in their ability to become productive and happy members of society.

We therefore aim to provide an education that provides students with opportunities to explore and develop their own values, whilst recognising that those of others may differ.

This policy also covers the important areas of British Values and Religious Education.

2. General aims

This policy seeks to ensure that:

- All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for students and their families and other stakeholders.
- Students should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.
- Students should understand their rights and accept their responsibilities and the need to respect the rights of others.
- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources. Students will be expected to respect British values including democracy and respect for the civil and criminal law.
- All curriculum areas make a contribution to a student's spiritual, moral, social and/or cultural development. Belief values, principles and spirituality will be explored across the curriculum. Faith backgrounds will be respected and explored both for context and for spirituality.. The diversity of spiritual traditions will be recognised, and students will be encouraged to appreciate viewpoints beyond their own experience.
- That education is set within the context that is meaningful and appropriate to each student's age, aptitude and background.
- Through classroom activities and dialogue in the wider curriculum we will give students the opportunities to develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.
- All UTC South Durham employees are involved in spiritual, moral, social and cultural education. These qualities should be evident in the way that students and adults interact. Staff should ensure that there is a balanced presentation of controversial issues without partisan political views expressed through teaching.

3. Spiritual Development

We aim to develop this through:

- The values and attitudes the school identifies, upholds and fosters.
- The contribution made by the whole curriculum.

- Religious education as part of the PSHE programme, the Professional and Careers Experiences (PaCE) curriculum, and through discrete sessions and student briefings,
- Extra-curricular enrichment activity, together with the general ethos and climate of the school.

So that students:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Better understand their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

4. Moral Development

We aim to develop this through**:**

- Dropdown (thematic) days covering ethics, and the PaCE curriculum (Professional and Career Experiences).
- Ensuring an understanding of rights and responsibility within the communities and society in which we live.
- Addressing moral issues through partnership work with companies.
- Exploring moral impact and consequences whilst completing projects.
- Promotion of the Behaviour Policy contributed to by employees and students
- Actively striving to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered.
- Promoting a safe learning environment in which students can express their views and opinions exploring controversial issues safely and in a climate where our teachers encourage and facilitate this.
- Modelling through relationships and interactions, the principles we wish to promote.
- Promoting critical thinking as part of fostering tolerance and diversity.
- Encouraging students to take responsibility for their actions.
- Acknowledging and recognising good behaviour and attitudes.

So that students:

- Recognise the unique value of each individual, with a respect for others' needs, interests and feelings, as well as their own.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong based on a knowledge of the moral codes of their own and other cultures.
- Are able to make informed and independent judgements in accordance with their own principles.
- Are willing to express their views on ethical issues and personal values
- Can understanding of the need to review and reassess their values, codes and principles in the light of experience.

5. Social Development

We aim to develop this through:

- The PaCE curriculum

- Fostering a sense of community with common, inclusive values; this will be driven through the learning environment and our student leaver profile.
- Providing opportunities for students to work in a variety of social groupings, within class and sometimes across UTC.
- Ensuring positive whole school experiences as well as off timetable enrichment days.
- Encouraging students to develop particular personal qualities, e.g. thoughtfulness, honesty and respect by modelling these behaviours and through PSHE dropdown days.
- Helping students to resolve tensions and conflicts, using restorative practices.
- Acting on student voice where appropriate.
- Encouraging students to support nominated charities through school events.

So that students:
- Develop an understanding of their individual and group identity.
- Help others in the school and wider community.
- Can adjust to a range of social contexts by appropriate and sensitive behaviour.
- Work successfully as a member of a group or team.
- Share views and opinions with others and work towards a consensus.
- Show respect for people, living things, property and the environment.
- Hold an appreciation of others' rights and responsibilities.
- Have an understanding of the structures of society.

6. Cultural Development

We aim to develop this through:
- Promoting our Equality Policy.
- Celebrating student's particular gifts and talents, regardless of culture.
- Working with outside agencies to support the needs of students as appropriate.
- Ensuring that our students have opportunities to collaborate with people from other cultures (e.g. employees of our partner businesses such as Japanese people from Hitachi and Spanish people from Gestamp)
- Raising student's awareness of other cultures through briefings, subject Schemes of Work and PSHE.
- Reporting and dealing with incidents of racism and prejudice appropriately.

So that students:
- Recognise the value and richness of cultural diversity in Britain.
- Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions.
- Have the ability to appreciate cultural diversity and to respect other people's values and beliefs.
- Are open to new ideas.
- Having a willingness to participate in artistic and cultural events.
- Recognise and understand images/icons, which have significance, and meaning in a culture.

7. Equal Opportunities

All members of the school are committed to the Equal Opportunities Policy. Discrimination based on race, gender, gender alignment, colour, religion, faith, physical appearance or disability is unacceptable to us (see Equality Policy).

8. British Values

The DfE reinforce the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs".

The UTC recognises the multicultural, multi faith and ever-changing nature of the United Kingdom. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We are dedicated to preparing students for their adult life beyond the formal examined curriculum and ensuring that we promote and reinforce British values to all its students.

The government set out its definition of British values in the 2011 Prevent Strategy, and gave further guidance on it's implementation in schools and childcare providers in 2015.
https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

We uphold and promote the following British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

British Values is delivered to students through:

- The PaCE curriculum
- PSHE dropdown days
- External visitors, eg from our local MP, Police Community Cohesion Officers
- Using electoral procedures for the Student Council
- Discussion around, and display of, relevant current news articles.

For examples which show some of the ways The UTC seeks to embed British values, see appendix 2.

9. RE

As an academy, the UTC will deliver RE in accordance with guidance provided by the Baker-Dearing Trust. RE will be delivered as part of the PaCE curriculum. Students at the UTC will continue to build upon their knowledge of other religious beliefs and practices whilst developing their skills of critical thinking and personal reflection. This will allow them to become responsible and inclusive adults, exhibiting tolerance and the understanding to make informed decisions about the world around them. Sessions devoted to a range of religions and ethical issues will be delivered by UTC staff, ~~specialists from our Teaching School partnership,~~ and also by visiting speakers.
The different ways in which people of different religions may react to given situations are also incorporated into our PSHE programme, for example, attitudes towards abortion, homosexuality.

We aim to ensure that our students leave us competent in the following three areas:

- **Knowledge and understanding of religion**. Students will demonstrate coherent understanding of what religion and belief is.
- **Critical thinking**. Students recognise that some issues that relate to religion and beliefs are complex. They explore and identify a variety of viewpoints, analysing and evaluating the differing types of evidence used. They are able to make a persuasive case, using coherent arguments to support their views. They question assumptions and explore the origins of a range of opinions, including their own. They can represent and critically evaluate the views of others, including those they do not agree with.
- **Personal reflection.** Students will be able to evaluate beliefs, ideas, feelings and values both in relation to themselves and others.

It is important that our Post-16 learners are also reflective and further develop their critical thinking skills. Through the PaCE curriculum, professional development sessions, briefings and mentor time activities we will deliver an SMSC/Enrichment programme for Post-16 students. Areas of focus may include topical issues and questions such as:

- Is Britain religiously diverse?
- Does care for the environment really matter?
- Does spirituality matter?
- Do religion and politics mix?
- What is the value of human life?
- What makes us happy?

Other examples, relating to our specialism might include:

- Science and Religion – can they coexist?
- What responsibility does western society have for those less advantaged than themselves?
- Should designers and engineers have an ethical/moral code?

10. How the curriculum contributes to SMSC

All teachers and UTC staff are responsible for SMSC education. Schemes of Work for individual subjects include SMSC opportunities and these are mapped against the curriculum. In Year 10 students will have dedicated SMSC time, as part of themed drop down days. We believe that at UTC South Durham our engineering and manufacturing specialism is a rich source for much of the educational opportunities to develop students. The ways in which SMSC is delivered through our curriculum are defined in Appendix 1.

11. Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum, which include:

- Briefings may have a Spiritual, Moral, Social or Cultural theme.
- Our Enrichment Programme.
- The Student Leadership Team
- Through an understanding of individual differences learnt through work experience and challenge projects.
- Dropdown days
- Discussion and display of current news articles.
- Celebrating Achievement.

- Charity events.
- Industry projects
- Community projects

In addition we will create opportunities for students for:

- Meeting people from different cultures and countries. (Through links with partner businesses and other UTCs).
- Working together in different groupings and situations.
- Taking responsibility e.g. peer mentoring, student leaders, independent study and supporting new students in their induction.
- Encouraging teamwork in all group activities.
- Showing appreciation of the performances of other students regardless of ability.
- Participation in a variety of different educational visits.
- Participation in live performances and teams.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, national celebrations.
- Studying the contributions to society that certain famous, historical and influential people have made.

12. Links with the wider community

Visitors are welcomed into our school. The UTC supports the work of a variety of charities, selected by students. A strong home-school communication route is regarded as very important, enabling parents and teachers to work in an effective partnership to support the students. Our students interact with residents of local care homes and we have strong links with local primary schools. Students are taught to appreciate and take responsibility for their local environment.

13. Partisan political and religious views

UTC South Durham does not have any political or religious affiliation. It is important that we are neutral and balanced in the education of our students and that they are free from influence in this regard. This message is communicated to business partners and other organisations we work with.

All staff, including supply teachers and contractors must refrain from trying to influence students with their own political or religious views and present a balanced educational experience to our students. We recognise that this is a difficult balance to keep in all topics and guidance should be sought from a member of the leadership team when staff are unsure.

14. Monitoring and evaluation

Provision for SMSC will be monitored and reviewed on a regular basis by:

- Lead teachers in PSHE and PaCE
- The Director of Inclusion
- The Trustees and Principal will monitor the operation and effectiveness of the SMSC policy.
- Monitoring of teaching and learning and work scrutiny by Faculty Directors/ Heads of Department and SLT.
- Regular discussions at staff and trustees meetings.
- Audit of policies and Schemes of Work
- Learning walks and lesson observations in curriculum subjects
- Learning walks during mentor time

APPENDIX 1. SMSC IN THE CURRICULUM

Black = Computer Studies/ IT and Business, Red = Engineering, Green = English, Blue = Maths, Purple = PE, Pink = Science, Orange = Geography

EVIDENCE	TAUGHT CURRICULUM - Lesson Observation	OTHER ACTIVITIES AND OPPORTUNITIES – Tutorials; assemblies; discussions with students; school ethos. Opportunities provided in school such as clubs, sports, events etc
SPIRITUAL		
Students consider beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values	Students consider how different beliefs inform people's feelings towards in utero testing/ abortion, animal testing, stem cell research and transplantation. They also consider how diet may be affected by religious and other beliefs, and how this can affect health. All pupils are taught to be respectful towards each other and that they should be respected in return. Students look at the impact their designs may have on others. Students are made aware of how different cultures have contributed to engineering and technology and therefore how closely designers and manufacturers work with each other across the world, from different religious backgrounds and with differing beliefs.	PAIS Xcel church have delivered sessions which consider different beliefs and encourage students to reflect. Culture Day allowed students to look at the different beliefs and practices of countries linked to our partner industries.

	Students are encouraged and taught to understand human feelings and emotions – identifying and empathising with writer's viewpoints. Students are taught to develop their own viewpoints of key topics. Students develop an understanding of ranging social/cultural contexts through literature texts including those by Willy Russell and JB Priestley (Social Class, Unemployment, disadvantage, (Catholicism)), R.L Stephenson and Dickens (class, reputation, redemption), Shakespeare (Faith, free-will, guilt, the supernatural), in Divided City (religion and sectarianism) and through the work of a variety of poets. In PE, students study an introduction to teamwork, including the importance of including those of all abilities. "The relationships between team mates is greater than individual performance"	
Students have a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Teaching styles promote questioning, development of thoughts and ideas, and allows them to make connections between aspects of their learning.	Q&A sessions are used to allow group discussions and different ideas to be explored but also student's questions are being heard and answered. Subject content links are highlighted to students as and when appropriate. A range of questions are asked including how and why in order to develop both answers and understanding of the different computer science topics. Students investigate how engineering and technology is changing the world they live in.	The UTC's ethos of 'Learn, Design, Make' encourages all students to generate ideas and solutions to problems, to look at designs and ways in which ideas can be put into practice. Using the 6 identified areas of workplace skills to inform planning of teaching allows students to develop these transferable skills on a daily basis, making them ingrained.

	Students are challenged to look at existing products and how they could be improved or replaced with new ideas. Lessons are planned around a series of key questions. Students are given the opportunity to discuss / debate ideas in eth process of understanding, forming and writing about their viewpoints. Teaching styles are used to encourage questioning, making connections between different curriculum areas Students are given the opportunity to debate and share beliefs, by the teaching and research of theories and advances in Science, e.g. evolution, IVF, nuclear fuel, climate change, stem cells, drug trials, organ transplantations and blood transfusions. Opportunities for students to explore different ideas and cultures and ask questions are regularly presented.	Teachers use techniques such as 'basketball questioning' to encourage students to think more deeply about a subject and to give detailed explanations in their answers. The UTC ethos, to incorporate Engineering and WPSkills , and make links to its relevant use, in all curriculum lessons and extra-curricular activities, allows students to see the relevance of what they are doing.
Students use imagination and creativity in their learning. They reflect on their learning and learn from reflection.	Students are given oral and written feedback that sometimes asks them to reflect on what they have done and think about what they could do differently next time in order to improve. Students enjoy the challenge of new skills and in making products they can be proud of.	Project work with local employer groups encourages students to be imaginative and creative to solve a design brief. They are encouraged to look at a wide range of tasks and suggestions, evaluating to reach an end product. Challenge clubs such as Science Magnets, Green Challenge, Repair Club, D of E allow students to choose their own pathway

	Students are encouraged to be creative in the projects that they make in both KS4 and KS5. Students are given the opportunity to write creatively. They are encouraging to reflect and learn from their reflection – Feedback, Response and Progress (FRP) lessons. Student learn in a safe learning environment. They are encouraged to learn from mistakes. Students self-evaluate end of topic assessments before and after they have been teacher marked. They are often required to think creatively when problem solving or answering open-ended questions, e.g. Fermi Estimation. Students reflect on their performance in order to improve a particular skill. They set a target and evaluate whether achieved, rephrase target etc Students assess each other's performance and offer constructive criticism Regular opportunities are given for students to reflect on learning and assessment performance, including peer/ self-assessment, test follow up reflections. Students also model complex ideas, concepts and processes.	and to stop and take stock of how far they have come and how they might do, or present, better in the future. Our marking policy ensures that books are marked to show how literacy can be improved. Feedback is also given which details a short task which the students should complete to show improvement in their work.

EVIDENCE	TAUGHT CURRICULUM - Lesson Observation	OTHER ACTIVITIES AND OPPORTUNITIES – Tutorials; assemblies; discussions with students; UTC ethos. Opportunities provided in school such as clubs, sports, events etc
MORAL		
Students develop the ability to recognise the difference between right and wrong and can apply this understanding in their own lives. Students take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour. They can discuss issues of breaches of moral code in the wider world.	Students given opportunities to take responsibility for their actions and their work, including being truthful when they have not completed their work as to why this is. If students break any of these, they are punished using the school consequence system. Posters are displayed in the classroom to remind students of the moral code and to encourage them to follow it. Misbehaviour is directed towards these moral codes of behaviour. If students break these, they are punished using the consequence behaviour system of the school. Students look at the impact their designs may have on others – do they improve the quality of life of others? Students are made aware of H&S regulations and how this may have an impact on them as a student and also consequences a lack of focus on H&S may have on teachers or the college. Students are taught to understand the wider impacts on the environment when designing and making new products and	Students are encouraged to take responsibility for their own behaviour and the consequences that come with poor behaviour. Tutorials in Citizenship, during PSHE drop down days and assemblies by internal staff and external visitors, give students a wide range of opportunities to look at whether actions are 'right' or 'wrong', and the extent to which these wrongs are punished. Where levels of sanctions have been put in place to minimise disruption in class, students have had some say in the level of these sanctions and correspondingly, the reward for good behaviour. Students are made aware from the very start of the expected standards of behaviour when out of the TC on Industry or University visits. They are encouraged to consider what would happen to them if a breach of behaviour code was to happen in the workplace.

	expect them to consider carefully the materials & components they will use when designing and making. Students show mutual respect and care for each other when doing practical work together. We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. Students are taught about the moral choices facing designers & manufacturers when deciding on their materials. This work includes Students investigating the six 'Rs' of sustainability to understand and apply ways of conserving the earth's resources. Students develop skills in speaking and listening, they take part in debate, arguing their viewpoints with clarity and considering viewpoints on than their own. Students consider character's motivations for their actions from different contexts, backgrounds etc, and discuss in relation to blame apportioned to characters in literature texts. Students adhere to UTC Behaviour code of conduct Examples to teach different aspects of maths can come directly from statistics used in law. This might include taxation or calculations which need to be made to make sure that industry complies with Health and Safety legislation. Students might explore the extent of individual liberty bearing in mind legal constraints which are numerical in nature e.g. speed limits; levels of alcohol in the blood when driving; taxation levels.	

	Students are expected to follow rules, regulation and laws. They must be show examples of sportsmanship and play fair. Students are expected to respect opponents, officials and the equipment they are given. Teachers lead by example, modelling good attitudes and behaviour, including respect for others opinions and ideas. Teachers also monitor and evaluate behaviour across the faculty. Laws and morality related to pollutants and global warming, disposal of chemicals, use of alcohol, drugs, blood transfusions, STI transmission, driving, genetic engineering, abortion and stem cell research are introduced and discussed.	
Students are given opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong. They are encouraged to consider actions which prevent discrimination on the basis of race, religion, gender, sexual	Students discuss and explore laws and regulations related to drug development and testing, genetic engineering, stem cell research, and the use of nuclear power relative to other energy sources. The need for evidence based decisions are evaluated, including the need for controlled studies and peer-review are discussed, with reference to cases of fraudulent data in, for example, development of drugs, and the NMR vaccine scandal. Students are made aware of dilemmas in designing, for example weapons that can kill. Also from an historic point of	Assemblies and the Citizenship / PSHE programme allow students to consider the ways in which they, or others, may discriminate against others, whether that might be deliberate or at a subconscious level. Any discrimination or unacceptable comment made against students of different ethnic backgrounds, sexual orientation, religions etc is taken very seriously. Students are encouraged to be accepting and welcoming to all.

orientation, age and other criteria	view including use technology of weapons of mass destruction. Students have to consider how certain designs may offend other people, religions or beliefs for example. Maths can be used to challenge extremism in particular through the use of statistics. This might include use of government migration figures to challenge inaccurate claims made about immigration levels in the UK. The development of critical thinking skills using maths will help develop student resilience to being exploited by extremists. Maths and the use of data have a significant role in the democratic decision making and influencing change. Students will hear statistics quoted to justify and argue for particular positions.	The UTC has a large majority of male students, however ensures that the girls are able to see that there is an equality in opportunities in the Engineering sector available to them. This can take the form of ensuring that they come into contact with role models of both sexes. Culture Day allowed students to look at the different beliefs and practices of countries linked to our partner industries. During Health and Wellbeing day, students were encouraged to develop an empathy for the difficulties facing those with hearing impairments.
Students are given the opportunity to study models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship The school's values are reinforced through images, posters, classroom displays, screensavers, exhibitions	Posters show acceptance of others ideas, work as a team Students consider the moral good and are encouraged to maintain high moral standards. They consider models adopted by different countries related to pollution, drug development, energy choices, chemical processes, recycling and stem cell research ensures the well-being of everyone, avoids inflicting damage on others and the environment. Students are encouraged to look beyond any cost-benefit analysis, to consider the health and safety of people. Careful evaluation of different scientific developments potential impact for harm as well as good are considered, including the use of animal testing related to drugs such as thalidomide, and fracking for extraction of oil.	Posters, banners, powerpoint displays, wall art etc are used to reinforce the UTC's values. Exhibitions of students work to Parents and Industry partners allow our values to be shared.

An open and safe learning environment is developed in which pupils can express their views and practise moral decision-making	From the beginning, a safe learning environment is established and pupils are encouraged to share their views and ask questions without fear of other students making fun of them. Students are encouraged to voice truthful opinions, and liste to opinions of others. Where opinions differ, they are encouraged to debate in a respectful manner. Students are encouraged to help one another and work in teams of different sizes and combinations. Self-discipline, courage, compassion and kindness are rewarded.	The student leadership team represent the views of the students. Student voice, for internal and external purposes, is deemed to be important and we try to ensure that there are different students chosen to express their views, hence achieving a balanced opinion or range of views. All students are included in their 'Birth month' Student voice meetings. The Principal, Deputy Principal and all other members of staff are willing to listen to student's comments and ideas for improvement. The high level of 'visibility' by SLT and all staff, and our approach to treat them as young adults, allows the students to talk freely and air their views. Where students wish to suggest changes to Challenge Clubs, they are encouraged to air their views, think about how it might happen and this is then facilitated by UTC Staff.

EVIDENCE	TAUGHT CURRICULUM - Lesson Observation	OTHER ACTIVITIES AND OPPORTUNITIES – Tutorials; assemblies; discussions with students; school ethos. Opportunities provided in school such as clubs, sports, events etc
SOCIAL		
Students use of a range of social skills in different contexts, including working and socialising with students	Students are taught from the beginning to work with students who are both different and similar to them to teach them how to respect one another.	Students come into regular contact with industry partners, whether that be their apprentices or members of management. They respond appropriately.

and adults from different religious, ethnic and socio-economic backgrounds	Maths use social skills when collecting data, eg sports data collection, writing suitable surveys and questionnaires, eliminating bias etc, which is used for representation and analysis Improving friendship through games. Group work is regularly employed, and varied regularly to ensure students of different socio-economical backgrounds, religious and ethnic backgrounds have the opportunity to work together.	The UTC draws its student base form a wide range of backgrounds and students are encouraged to mix and to socialise with different groups. This is allowed by participation in clubs, challenge groups, industry projects etc. Science Magnets work with y5 pupils from a mix of primary schools, some more affluent than others, some with greater mix of ethnicity than others. Our CERTA students have visited local care homes, and built up relationships with their residents. Students are encouraged to interact with visitors to the UTC, whether this be diplomats, industry partners and local councillors invited for Coffee Mornings, the Forces etc Clubs such as 'board games' encourage students to develop social skills and teamwork.
Students willingly participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. They develop personal qualities which are valued in a civilised	Students are asked to complete group based activities where they have to work as part of a team. Pupils are praised for how well they do this and are encouraged to keep doing it. Students are taught to think about what they say in class before they say it. The use of independent study work	Project work with local Industry partners, challenge clubs etc allow students the opportunity to work closely together, and as a result they often need to resolve conflict of opinion, speak truthfully, work for the best of the team etc.

society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect	encourages students to become more independent but also help each other. In computer science, the use of C3B4ME works effectively where students ask 3 other people or try to find the answer by other means (e.g. a book, the internet) which makes them more interdependent on one another and have more respect for one another. Students have to work in various teams and groups when carrying out practical activities. We place an emphasis on developing the ability to work with others and to accept each other's point of view when carrying out practical work. Students are taught the importance of negotiating when using limited machines and equipment. They often need to negotiate priorities of each other to establish a workable 'pecking order' to access tools & equipment. Students learn quickly to manage limited resources and to take turns when using machines or equipment. Students display mutual respect when carrying out their peer evaluation exercises. Students develop skills of speaking and listening in activities such as debate and presentation. When writing about their own viewpoint students must also consider alternate views. Students listen and take in the half-time team talk, allowing all to share and respecting other people's views.	A focus on workplace skills allows students to develop personal qualities which are valued in the workplace. Visitors to the UTC often comment on the openness and maturity of our students, for example, shaking hands, speaking confidently. Events such as Celebrate Science, Full Stem Ahead and industry open days allow the Science Magnets to demonstrate and interact with the general public, particularly younger children and their parents.

	Pupils work cooperatively as a team, resolving differences. Debates are employed in Science, where students are encoured to actively listen to, and respect the opinions of both themselves and others. Topics include stem cells, transplantation, animal testing, drug testing, genetic engineering and recycling. Careful evaluation of different ideas potential impact for harm as well as good are considered and communicated within lessons.	
Opportunities are given for students to exercise leadership and responsibility. Positive and effective links with the world of work and the wider community are fostered.	Students learn this through group tasks when completing some of the computer science topics. Students are given the opportunities to visit places of work relating to computing to see what that world of work looks like and to join in computing activities at a place of work. Additionally, there are opportunities for people in the computing world of work to visit the school and complete activities with the students or speak to them about their jobs. Positive corporate experiences, Hitachi, Maths Challenge, Christmas lecture, Maths Feast. Industry links are made in lessons where possible, with real data from our industry partners. During PE lessons. students take turns to lead. More formally a captain is chosen who is given the responsibility of organising a team etc. Sport is used as a method of communication and fund raising / sponsorship	We have a student leadership team, who share the views and opinions of other students and are encouraged to share their views on subjects which may affect the student population. Y12's have been encouraged to lead a team of y10's in project work. Industry links are vital and students are exposed to local places of work on a regular basis. The UTC has a very effective Business Engagement Manager who fosters links with local employers and they meet as an Employer Group regularly. Social media is used to promote and advertise these links and the activities which take place as a result.

	Students are able to take parts in different events such as glow stick dancing, sports leadership, forces etc, sometimes with representatives from other schools. Students are given the responsibility of leading investigations and analysing results in teams. In flip learning lessons students are responsible conducting research and for the development of learning resources, such as posters and powerpoints that can be used to educate the rest of the class. Trips are conducted throughout the year to Durham University Celebrate Science and Science Festival, and to visit industry partners. Additionally, industry partners visit the UTC to support learning, for example CPI in relation to Graphene.	Science Magnets raise the profile of the UTC, reaching out to a large number of primary schools in the locality. If students wish to form a club or start a group activity, they are encouraged to do the bulk of the work for that themselves, using UTC staff as facilitators.

EVIDENCE	TAUGHT CURRICULUM - Lesson Observation	OTHER ACTIVITIES AND OPPORTUNITIES – Tutorials; assemblies; discussions with students; school ethos. Opportunities provided in school such as clubs, sports, events etc
CULTURAL		
Students are given opportunities to develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage	Students study the history of Science, for example they research famous Scientists and the development of the metric system and SI units. Students investigate how different problems are solved in various ways around the world. This includes how the same	The Japanese Ambassador has been welcomed to the UTC on 2 occasions. Our students have been keen to find out a little about him. In Citizenship and PSHE drop down days, and through assemblies and group activities, students look at different

	problem can also be solved in different ways throughout the world. Students investigate the designs from other cultures and designers from around the world. Students Investigate and use shape form and images from other cultures to influence their designing. They learn a range of techniques to create pattern & texture for example in product design. They are taught the 'timeline' the developments of a product such as the mobile phone, motor car or iPhone and look at the key advances in manufacturing, materials and/or electronic technologies that have developed the product over time. Understanding of cultural imagery and language through analysis of literature set texts. Students study the history of Maths, for example they research famous Mathematicians, where numbers come from (India), Roman numerals Different methods and approaches in sports depending on origin, eg table tennis, athletics.	cultures and how their ways and practices differ to our own. They also look at examples of how their heritage can affect us, for example the differences, similarities and changes in the train industry using Hitachi as an example.

Students willingly participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities Gifts and talents are recognised and nurtured. The school's cultural values are reinforced through displays, posters, exhibitions, etc	Students who are recognised as having a natural ability in computer science are particularly challenged further to push them further and achieve their potential or even beyond. Students use visits to football stadium, industry, theatre to inform their Maths studies. Projects are based on places / businesses / sports arena – planning routes, prices PE nurtures gifts and talents, encouraging opportunities to join other teams outside of the UTC and to further develop skills emerging. Students participate in STEM outreach events, visit Science Festivals, Industry partners and Universities. Students work is prominently displayed throughout Science rooms. Awards are given to recognise gifts and talents.	Students are encouraged to participate in challenge clubs which reflect their passions and interests. Students attend external events such as Maths Challenge, Sports Leadership, Physics events. Every effort is made to allow those more able than others to learn at an appropriate pace, hence we have changed the timetable this year to accommodate a G and T Maths class. A wide range of clubs and trip are planned, so that all are able to participate in something that they enjoy and can potentially excel in. Culture Day allowed students to take part in sports that are synonymous with countries linked to our partner industries.
Students show an interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic	Students are made aware of how different cultures have contributed to engineering and technology and therefore how closely designers and manufacturers work with each other across the world, from different religious backgrounds and with differing beliefs. In Geography, students learn about India and Nepal and why people choose to live where they do.	Culture Day allowed students to consider business practices in countries linked to our partner industries. A series of sporting and academic challenges were held to celebrate the World Cup 2018 and to support national charity days.

groups in the local, national and global communities	They learn about communities around the world and equality e.g. China one child policy dealing with over population. In Business, students learn about how businesses work around the world and how they manage finances. In Science they examine how religious, ethnic and socio-economic positions can affect attitudes to a range of issues including consangnous marriage, recycling, health and energy. Understanding of ranging social/cultural contexts through literature texts by JB Priestey (Social Class, Unemployment, disadvantage,) Dickens (class, redemption, reputation), Shakespeare and a variety of poets. Recognising emotions – identifying and empathising with writer's viewpoint.	

Appendix 2 Embedding British Values at the UTC

The examples that follow show some of the many ways the UTC seeks to embed British values.

Democracy

The principle of democracy is consistently reinforced by the UTC ethos, with democratic processes being used for important decisions within the school community, for instance, elections being held for the Student Leadership Team and the Aycliffe Youth Council. Our Student Leadership Team plays a strong role in school. Student surveys, student voice and interviews are also conducted regularly as part of our QA process and we believe that this active participation will sow the seeds for a more sophisticated understanding of democracy in their future.

The rule of law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced by the UTC ethos. Students are taught the rules and expectations of the school and these are reinforced through briefings and our climate for learning. One of the core Workplace Skills is Compliance; the understanding of the need to follow rules clearly, such as Health and Safety.

The rule of law is also embedded in the curriculum and the extended curriculum. Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Examples include the study of the application of air pollution and climate change legislation in Science as well as Health and Safety law in Engineering. We welcome a range of visitors from authorities such as the Police, Fire Service and prison service to reinforce this message.

Individual liberty

Students are treated as young adults at the UTC and actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Staff at the UTC work hard to provide a positive ethos; they educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education. Students are encouraged to set personal targets and choose tasks in class which challenge them, giving them more freedom to determine their own success. We offer a range of extra-curricular activities which students choose from, based on their interests. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety.

Mutual respect and tolerance of those of different faiths and beliefs

Respect and tolerance are a fundamental part of the UTC's philosophy and are at the core of our school life. Students learn that their behaviours have an effect on their own rights and those of others. All members of the UTC community treat each other with respect and this is reiterated through our teaching and learning environments. Mutual respect and tolerance is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment.

We equip students with the ability to understand their place in a culturally diverse society. For example, working with visiting teachers provides an understanding of the ethos and tolerance of several religions. 'In the News' contributes significantly to this area, enabling students to explore and understand issues around freedom of speech, extremism and racial tolerance. In English, students study a wide range of authors who draw on their own culture, background and religious beliefs to inform their writing.