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Chetham's

Spiritual, Moral, Social And Cultural Provision

Chetham's aims:

'to develop the whole person, furthering the spiritual, moral, social and cultural development of each student.'

(Aims and Objectives)

Provision of SMSC dimensions is prominent in our programme; there is a wide range of activities which represent a clear thread running throughout the life of the School, our broad curriculum enables a breadth of coverage even in this specialist environment.

Our SMSC provision is intended to:

- Enable our students to live well-balanced lives;
- Actively promote the Fundamental British Values of:
 - democracy;
 - the rule of law;
 - individual liberty;
 - mutual respect and tolerance of those with different faiths and beliefs;
- Provide a solid foundation which will lead to them being sound citizens, encouraging respect for others and awareness of public institutions;
- Develop resilience, confidence, self-esteem, awareness and care for themselves and others whether in the real or virtual world;
- Enjoy and achieve so that they can make a safe and positive contribution to society.

Our SMSC contributes towards reaching our 'Equality Aims'.

- Access: Improving accessibility, reducing barriers, and challenging perceptions for audiences, visitors, students, and staff.
- People: Promoting a positive and harmonious working and creative environment in which all individuals are treated with respect and are valued for who they are, as they are.
- Culture: Embracing and celebrating the richness of society striving to reflect it. Where inequality exists recognising and reducing it.

SMSC in the Curriculum

English

- The study of **English Literature** encourages the development of a grasp of many key elements of the human condition.
- Students are guided through texts which deal with the universal issues of love, death and the individual in relation to society and the world in general.
- The teaching of literature includes consideration of historical, social and philosophical contexts in which it was written, e.g. reading Shakespeare or Dickens requires some awareness of the history surrounding them and by extension we consider the way our viewpoints are a result of our context and cultural experiences. This fosters empathy with other groups.
- In Years 7-9, students are introduced to as wide a range of poetry, prose or drama as possible. Through their reading, their own creative or analytical writing and the medium of controlled discussion, students are taught to employ empathy and imagination, and the means of expressing them.
- In Year 7, students study *Holes*, which deals with issues of truth and justice and *The Boy in the Striped Pyjamas* to focus on instinctive kindness and innocence.
- In Year 8, students study *Refugee Boy* by Benjamin Zephaniah which also provide opportunities to discuss highly relevant issues in the UK such as immigration, asylum seekers, discrimination.
- In Year 9, works such as *Animal Farm* explore the effect of decisions made by those in power. Historically, we have studied *Of Mice and Men* with a focus on themes of friendship, the power of dreams, as well as the discriminatory elements of the text: racism, misogyny and ableism. We are aware that the text is increasingly problematic to teach for these very reasons and alternatives may be considered.
- GCSE texts are dictated by the Examination Board but our current choice of drama text, *Othello*, explores jealousy, ambition and, of course, racial discrimination. Our prose text, *Purple Hibiscus*, provides opportunities to discuss teenage identity, as well as exploring deeply challenging issues surrounding domestic abuse and religious extremism.
- At Sixth Form level, there is much emphasis on social, cultural, spiritual or philosophical contexts. At various points, students study programmes by historians such as Simon Schama to encourage their knowledge and understanding of the world in which Chaucer, Shakespeare, Ibsen, Rossetti or wrote.
- Currently students have the option to study The Gothic or Dystopian Literature. Both offer the option to explore how societies function, - or don't! Moral considerations are at the heart of our consideration of Shakespeare's plays. Through the NEA, we can explore contemporary texts and issues such as attitudes to women and sexualities. Our current choice of poet, Luke Wright, allows students to explore concepts of Britishness - UK politics, populism, capitalism, social divisions, cancel culture and humour. His visit to school this year really made these issues relevant and meaningful.
- The study of texts often entails clarification of classical, biblical or historical imagery or allusions, often through the stories of gods and goddesses.
- Throughout the curriculum students' intellectual curiosity is encouraged, not least to forge links between their musical and literary education; references to and examples from art and music are used to enhance contextual understanding of the texts; as often as possible, theatre trips are organised as a way to enrich students' cultural knowledge and experience.
- Above all, students are encouraged to appreciate the power of the written word to liberate, manipulate, control or express; to grapple with the concepts of life, death, good, evil, love, money or revenge; and to use the examples and insights in literature to develop their own moral, social and philosophical awareness together with their sense of who they are and what they could be.
- **English Language A level**, involves looking at the effect that language choices have on our perceptions and how our attitudes are reflected in our language. We look, for example, at the way political correctness has changed the English Language and how far pre-conceived ideas about women are carried on from generation to generation.

- Mixing with children from other schools, such as through shared drama performances, enables students to maintain perspective on their lives

Mathematics

- Mathematics is an intellectually rigorous subject based on logic and proof. We look for flawed logic and learn to use formal methods to construct arguments. This way of thinking encourages students to challenge the information presented to them and use their own judgement about the validity of the interpretations of the world around them.
- Use of algebra leads to modelling ability. How to describe the real world (often scientific models) using Mathematics. Powerful techniques such as logarithmic and exponential functions allow analysis of things like pandemic outbreaks.
- Discussion of more abstract pure Maths leads to a questioning of 'why' and 'how' numbers work. The sequences we see in nature and patterns such as fractals often make students feel a deep sense of wonder which can lead to interesting philosophical discussions.
- Studies of Probability and Statistics open up a wide range of moral issues regarding society. The ethics of gambling, the misuse of data to support political aims. We aim to have our students understand how these methods can be used to cast light on what they read. How we can identify and try and design out human bias to build a fairer and more equitable world. Students develop an understanding of the difference between correlation and causation, a source of many major misunderstandings socially and politically.
- As we move to KS5 this develops yet further into Hypothesis testing. This powerful tool allows students to answer questions about how likely things are and how chance can give us unlikely results. Our legal system often uses evidence that carries an associated chance of being fluke. We look at how those decisions are made and how they can go wrong.
- Personal finance is an ideal opportunity to use our number skills with percentages and ratio. We look at how to convert currencies, how loans and savings work and simple tasks like looking for value for money in shops with special offers.
- There are many opportunities to discuss the historical context of Mathematics as new theories are explored. A western cultural perspective still pervades our history of Mathematics, did Pythagoras really develop his theorem first or are we discounting other cultures who got there first?
- Mathematics is available to everyone and is a worldwide community of international collaborators. Although it is true that historically it has been dominated by white western males, we discuss why that was likely the case given the cultural and societal norms of the times. It is imperative that students understand that in the future all groups and types of people should contribute to the development of the subject. We look for examples and role models from as wide a range of backgrounds as possible to include all our students and encourage them to consider their part in the future of Mathematics and the wide-ranging impact Maths has on the world they live in.

Science

- At KS3 we cover a range of topics that include class discussions of social and moral aspects relating to the topic. These include Human reproduction, the importance of a balanced diet and exercise, smoking, alcohol, drugs, environmental issues such as global warming, acid rain, renewable energy and human exploitation of natural resources. Students also debate whether the money spent on space programmes such as the Artemis Moon Missions are justified when there is so much poverty in the world.
- The GCSE AQA Trilogy specification covers the societal aspects of scientific evidence; that evidence should be scrutinised for potential bias; scientific knowledge can be the basis for technological developments but these can have both positive and negative impacts on society and the environment.

- Students study the control of infectious disease and the roles of prevention and treatment such as vaccinations are discussed. Students are given the chance to debate whether vaccinations should be compulsory and the difficulties in balancing personal freedoms with the ability of society to cope with such major events as the COVID pandemic
- Students cover the use of nuclear fuels, problems caused by using fossil fuels, effects of drug use, smoking, alcohol, population increase, global pollution problems, and the issues surrounding the use intensive farming in society. Students debate whether strategies such those used by Just Stop Oil and Extinction Rebellion are justified given the issues facing people in different societies and communities around the world and their different priorities. We also look at the ethical decisions that need to be made with regard to new cloning technologies and their use. Embryo screening for genetic diseases is discussed which allows exploration of different religious viewpoints.
- The 'Using resources' topic at GCSE allows discussion of the importance of recycling and of the need to act together to solve the problems the human race encounters. Students consider 'Life Cycle Assessments' to develop a deeper understanding that environmental costs of an item are a combination of a number of different factors and examples such as plastic bag v paper bag may be more nuanced than at first sight. The causes of diabetes and its effects on not only individuals but society as a whole are discussed.
- At A-level, Students are offered the chance to attend evening lectures by the Manchester Literary and Philosophical Society on a range of topics which often include moral aspects of Scientific work, such as the advances in Proton beam therapy for cancers and the challenges in justifying the expenditure for such technology set against other demands for healthcare. In A-level Biology, the gene technology module allows students to reflect on the moral, social and religious considerations related to such advancements

Academic Music

- The development of young people's creativity as performers and composers is at the heart of the work of the school. The Academic Music department enhances students' ability to respond meaningfully to music, through detailed critical listening, thorough understanding of notated scores, awareness of cultural contexts and engagement with compositional concepts
- Participation in collective music making is an inherently sociable activity, giving a shared sense of achievement and enjoyment. Classroom 'performances' whether in weekly choir session, or simply singing or playing through works studied in class, are a regular feature of Academic Music lessons
- The spiritual and cultural background of works and genres studied is always an important part of musical investigation, whether this be considering the liturgical function of a Bach chorale or the performance context of a piece of African or Indian music as studied at GCSE level
- Analysis of music is fundamentally about developing one's personal understanding and appreciation of it; exposure to a wide variety of genres and styles of music and the opportunity to deepen one's knowledge of certain works and genres are hallmarks of the experience of Chetham's students and are vital ingredients in developing mature interpretative skills and listening tastes as an adult performer or 'consumer' of music

Music Technology

- The A Level Music Technology course guides students through the theoretical understanding, listening, analysis and practical skills involved in the production of audio recordings, and the creation of new music through the use of Digital Audio Workstations, sequencing techniques, audio manipulation, creative audio effects and sound design.

- The course offers students a chance to study the history of recording technology and popular music, allowing students the opportunity to interact with a broad range of cultures, evaluate how the technology shaped the sound of the music, how musicians pushed the technology, and the social impact of music and the recording industry in different eras. Students are able to create their own responses to this through producing their own recordings of arrangements or cover versions of songs.
- Practical skills are nurtured to enhance the students' theoretical knowledge whilst also allowing the students to work with others developing social skills, the ability to empathise with other musicians, and to develop their own character – expressing their own personality and views.
- An important element of the course is composition using technology, in which students respond to various briefs of a social or political nature, using music to express their own beliefs and learning how different musical and electronic techniques can portray character, emotion, meaning and purpose.
- In the middle school (Years 9-11) short courses give all students the chance to expand their creative experience by learning recording techniques and performing in popular music genres that are usually not their natural musical home, developing their cultural awareness and ability to work with others through improvisation and experimentation.

Humanities (History and Geography)

- Government – democracy and dictatorship (the English Civil War; Nazi Germany; the USSR)
- Economics – industrialisation (the Industrial Revolution; Soviet Five-Year Plans); boom and bust (the causes, events and effects of the Great Depression)
- Tolerance – religion, the Tudors and the foundation of the Church of England
- *Religion – Catholicism and medieval heresy*
- Multi-culturalism and international migration
- Global governance state, nation and territorial integrity and their influence on geopolitics.
- The influence of supranational organisations (e.g. EU, trading blocs) and TNCs (Transnational Companies) and their impact on governance, people and places.
- Conflict and the role of organisations such as the League of Nations, UN, national governments and NGOs (non-governmental organisations e.g. Aid charities)
- Equality – role of women in society e.g. during wars; the Suffrage movement; the lives of women in the 1920s in the USA, in Nazi Germany and Stalinist Russia
- Racial Awareness – 1920s USA
- Citizenship - principles and values in British society, making a difference in society, rights and responsibilities, politics and participation, protest movements and direct action

Learning Support

The Learning Support Department, by its nature, reflects, reinforces and explains the aspects of SMSC already mentioned by other academic departments.

- for many of our students there will be a need for clarification and repetition of the topics covered in other lessons. In addition, the Department seeks to support students at Chetham's specifically in those areas which are more abstract in nature
- individual or small group teaching allows opportunities for students to raise issues around SMSC concerns in their own lives. Difficulties with cultural issues can be talked about more freely. Likewise, there is much scope to develop SMSC understanding and to celebrate diversity
- overseas students often value the chance to have their language 'corrected'. In a situation where our students are in 'total immersion' they often need help in organising their language so that they understand the appropriate level and use of language for formal and informal situations
- some students need specific guidance to develop and bolster life skills. The Department provides direction and teaching in these areas

- within the Department we take the opportunity to observe different festivals, celebrations and national or international events
- students who receive support develop skills which promote socialisation, integration, diversity and equality
- students learn to embrace individuality and diversity in themselves, their peers and the wider community

PSHE

- **Spiritual:** In learning about religions and rudimentary ideas relating to theism, students are encouraged to think about, and reflect upon, their own spirituality, including the consideration and exploration of a number of 'ultimate questions' relating to one's existence. Students study a different world religion in Years 7, 8 & 9 (Christianity, Islam and Buddhism respectively).
- **Moral:** Students are encouraged to confront many moral issues in PSHE, including Abortion & Euthanasia, Medical Ethics, Poverty, Drugs, Sex and Crime
- **Social:** Students consider what it means to be a responsible citizen of Great Britain, and learn about various public institutions and services, including the Police, Medical Services, Government, and the Monarchy etc. They are encouraged to take responsibility for their behaviour, in relation to Alcohol, Drugs, and Sex and Relationships issues; and to think about what it means to be a citizen of the wider world, focusing on issues such as the Internet, AI, Globalisation and World Poverty
- **Cultural:** Students consider different cultures and 'races' and are encouraged to respect, value and celebrate difference and diversity. Students learn the importance of everyone's basic Human Rights
- The Department houses a range of information relating to such topics as bullying, sexual health, healthy eating, healthy relationships, drugs, human rights, the law, and teenage cancers, and such information leaflets are available to students. Students are directed to relevant websites at the end of each lesson.
- Guest speakers contribute to the SMSC development of students, including: Kooth (a student mental health and well-being organisation), SafeDate, CEOP, speakers from IT Happens and representatives from HSBC.
- The Department also works in partnership with the school's medical staff on certain topics, such as sexual health, puberty, teenage cancer and mental health issues, and through liaison with the pastoral team responds to whole school issues such as racism, bullying and alcohol as they arise.
- The PSHE staff are primarily responsible for the delivery of Fundamental British Values (democracy; the rule of law; individual liberty; and, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) and provide resources to tutor groups to aid discussion of these topics and related issues such as the role and purpose of the Prevent strategy (see the Assemblies and Tutor Period PSHEe Topics Summary document).
- The PSHE SoWs Summaries provide an excellent outline of the topics and issues covered by the department. This is a dynamic document which reflects the changing SMSC issues nationally but also those that within our school.

Art

- In Art, the work of students becomes a spiritual encounter as it develops from the initial learning of skills. All year groups look at great artists from around the world and understand the dedication and endurance that goes into the artwork.
- In Year 7, students consider emotional responses to colour, looking at the work of artists and the use of colour in other cultures; they are encouraged to discuss their thoughts and to write about their personal reactions.

- In Year 8, students look at African Art and masks from various cultures; they also study textiles within African Art, and a wide variety of textiles from other cultures, e.g., Navaho rug designs.
- A wide variety of artists for reference and inspiration is used during Year 9, GCSE and A-level studies. They look at artists from Great Britain as well as artists from around the world, including contemporary artists and designers. Sometimes students might be inspired by Art from other cultures, for example, the patterns, compositions and approach to Art found in Japanese prints and paintings.
- The Art Department has taken part in Key Skills sessions, where 'Creativity is explored through Art', to help with students' well-being. This enabled students in Year 12 (who did not take Art), to explore their own creativity through colour, texture and mark making working with an artist (a member of the Art Department), who guided them on their own personal creative journey.
- To encourage further cultural experiences, students have taken part in trips to The Coventry Art Gallery, to see the work of the famous German artist, Anselm Kiefer and also to see the art of the British war artist John Piper. Students have also been taken to the Van Gogh Alive exhibition in Manchester, to experience wonder and awe at the achievements of Van Gogh, in an immersive setting and also the work of Banksy.
- Encouraging students' social development, working effectively with each other and showing respect to their peer's art, takes place in all lessons. Through discussion and analysing each other's art, students are encouraged to show compassion, when putting comments forward.

Drama

- Through the study of plays students explore subject matter which encourages insight into a wide range of issues. In researching and developing their own material in their unscripted work, there are opportunities to explore issues affecting individuals or groups, dealing with human desires, motivation, interaction, and behaviour, both for individuals and in relation to society. For example, in Year 12 we are exploring the way recent events in the press have dealt with by authorities, specifically the Sarah Everard case. We have looked at how this has impacted women's safety and how we raise awareness across the age groups to keep women safe.
- Students will create a devised drama piece for examination linking these to the same themes and issues to Berkoff's Metamorphosis. This was a topic chosen by the students.
- Students are encouraged to develop empathy through themed collaborative work which requires them to look at a variety of different lifestyles and circumstances from a range of viewpoints. Students are given opportunity to reflect on the perspective of others both through the work that they encounter and in the strong teamwork ethos of the department. Student groups are alternated regularly to ensure all students work with all other students within the classes regardless of race, religion, background, gender or sexuality. Across all 3 key stages students work collaboratively building their teamwork and cooperative skills and ability to problem solve with others. Students work in a variety of groupings and all students are respectful of others' opinions as part of their success criteria. There is a strong mutual respect between students across the department based on a shared desire for success within drama and beyond.
- Knowledge and understanding of cultural issues is integral to the study of drama which both historically and in contemporary practice presents an interpretation of the values and patterns of humanity, which in turn form the basis of a society's cultural identity.
- Students attend theatre productions in the Manchester and greater Manchester area. These are varied in terms of style and genre to give students a broad experience of contemporary practice. Students also have access to Streamed performances through the school's subscription to Digital Theatre plus, which gives access to a huge variety of performances covering many genres. These productions are discussed and analysed from many perspectives, socially, culturally, historically and from a design perspective in line with the examination syllabus being studied.

ICT and Computing

The Department aims to provide opportunities for pupils to consider the social, legal, ethical, moral and security issues when using ICT.

Year 7

- Digital Citizenship, email etiquette
- Understand the different methods of advertising
- Using data and information sources:
- Judge information by its accuracy, source, author, validity and say whether it is likely to be biased. Discussion of AI systems and their potential for bias and implications for ethics in school situations.
- Understand how someone using an information source could be misled by missing or inaccurate information.
- Sequences and Instructions e.g. for a pedestrian crossing, burglar alarm, automatic door, street light. Includes discussion of sensors and environmental issues.
- History of ICT – how things like cameras, phones, computers, game machines, music players etc have evolved. Discussion of emerging technologies such as VR, driverless cars, 3D printers, and the impact they might have on us.

Year 8

- Copyright
- Pupils design a simple website
- Digital Citizenship
- Collaboration - electronic communication benefits and dangers
- Modelling with Excel – environment calculator (similar to carbon footprint calculator)
- Technology in the supermarket. Includes discussion of supermarket loyalty cards and the data which they provide to the shops.
- Databases – what personal data is and discussion of organisations which use databases e.g. NHS, Tax Office, Schools, Libraries, Utility companies etc. How AI collects and stores information for modelling, risks of sharing personal information or private thoughts.
- Data Protection Act

Modern Foreign Languages

- All students are taught to accept and embrace other languages and cultures through the teaching of French and German. In MFL lessons, students are consistently encouraged to be curious about and empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.
- In class a whole range of social, cultural and moral topics are covered as part of the GCSE course. The new AQA GCSE MFL curriculum integrates **social, moral, and cultural development** across its three themes. In **Theme 1: People and Lifestyle**, students discuss identity, relationships, health, and education, promoting social awareness and moral reflection on well-being and equality in education and work. **Theme 2: Popular Culture** explores leisure, festivals, and celebrity culture, encouraging debate on values, role models, and cultural traditions. **Theme 3: Communication and the World Around Us** addresses travel, media, technology, and environmental issues, fostering global awareness, responsible digital behaviour, and appreciation of diverse lifestyles. These SMSC aspects are embedded in topics such as healthy living, customs and festivals, and environmental responsibility, ensuring that language learning develops both linguistic skills and broader personal values.
- At Sixth Form level, the majority of the above-mentioned topics are studied in more depth. In particular we analyse the problems of immigration, integration and racism, the advantages and disadvantages of the European Union, the cultural and historical significance of unions in France, the history and cultural significance of German Art and Architecture, as well as the social and moral duties of a responsible citizen. As part of the course we also study literature and films.
- Lesson activities, such as pair and group work, peer marking and pairing students of different abilities for certain lesson activities enhance social skills. Students are encouraged

to work independently in lessons and proactively use the target language in the classroom, with the awareness that making mistakes should be seen as an important part of the learning process, rather than a failure.

- Outside speakers raise students' awareness of current and/or academic issues related to the study of MFL.
- In case of potentially upsetting topics (dysfunctional families, drug addiction and poverty, etc.) trigger warnings are given to students.
- In case of major events topical discussions enable students to analyse the world around them critically and to share their thoughts and ideas.
- Students taking languages at Chetham's may be offered the chance to travel abroad to support and enhance their language studies. If viable, students can opt to take part in a study trip to Berlin/Paris in the Sixth Form. Students not only benefit linguistically but also on a personal level from these trips. Visiting a foreign country and experiencing its culture, lifestyle and habits broadens the mind and can lead to greater tolerance and openness towards other cultures and people. Students also benefit greatly with regard to enhancing their cultural knowledge as all of the excursions are tied to aspects of the A-Level syllabus. Particular importance is placed on the visit of cultural institutions such as museums and trips to concert/the opera, which are of particular interest to our students of music.

Junior Department

- Often, PSHE and Tutor Time sessions focus on issues such as prejudice, discrimination and bullying. In doing so students are taught to recognise and appreciate individual differences, treat each other with mutual respect and demonstrate tolerance, in line with British Values.
- In History, Year 4-5 operate on a three-year rota covering various topics including World War Two, Vikings, Ancient Greece, Ancient Egypt, and Tudor England. Within these topics, we explore different religions and spirituality as well as helping students to understand the meaning of morality and instances in history where we are forced to question how certain terrible events could occur. We also look at the meaning of equality which is covered again in Year 6 through the topic of Victorians. Year 6 also study other aspects of world history, gaining an understanding of different cultures and historical periods.
- In English, we cover a range of literature using extracts as well as full texts linked to the history and geography topics of that term, for example 'Carrie's War', 'Journey to the River Sea', 'Percy Jackson and the Lightning Thief' and 'Street Child'. Through the study of literature, we examine social issues such as evacuation as well as discussing moral quandaries and differences through time and place, especially considering cultural differences.
- Discussion and tasks in English lessons frequently focus on details about characters including their thoughts, feelings and motives.
- In Geography, societal and cultural differences are explored as students learn about different countries around the world and the various aspects of human and physical geography across the continents.
- Art lessons provide an opportunity to express emotions creatively through the use of colour. Many cultures are explored through the study of different art forms and styles typical to particular countries, e.g. Brazilian carnival masks, Aboriginal dot painting, Moroccan Khamsa hands, and Chinese concertina dragons for Chinese New Year.
- Notable National Days/Months and Festivals such as International Women's Day, Chinese New Year, Earth Day, Black History Month etc. are acknowledged and discussed.
- Environmental issues are studied in Science and Geography, inspiring discussion about humanity and attitudes towards major world issues.
- Students are encouraged to express their feelings in healthy ways and are supported in doing so through various discussions and activities aimed at exploring emotion, reflecting on choices made, and expressing oneself creatively.

SMSC In The Community As Part Of Being A Specialist Music School

Large scale musical projects and activities provide a wealth of SMSC experiences for our students. In 2024-25 151 students from Chetham's worked with the Creative Engagement programme to engage more than 8,000 children and adults from the wider community with music and culture.

Chetham's students engaged with 72 schools across England in 2024-25 either in person through concerts or workshops, or through our online music programme. Through these experiences students share their experience and passion for music with aspiring young musicians, and the wider state school network.

All Year 12 students learn more about engagement and teaching through an elective, Music Educators of the Future. The course features visiting guests and artists from across the music education sector and provides opportunities for students to develop skills and experience in an interactive and supported way.

Creative Engagement

- Creative Engagement programmes welcome families, communities, and young musicians to Chetham's to appreciate, participate and progress through projects and events. The programmes use Chetham's resources – knowledge, talent, spaces, ideas – to benefit the wider community, impacting thousands of people, with our students at the heart of that.
- Many of our activities involve working with partners including Music Education Hubs, community music groups and other arts organisations and charities. Working with these groups ensures that Chetham's students have opportunities to engage fully with their wider community and develop their communication skills, compassion, empathy and collaborative skills from experienced musicians and facilitators. Not only that but they meet and engage with a variety of people from many backgrounds and walks of life.
- Activities include early years multi art-form workshops, interactive family music workshops, family concerts, KS2 online workshops, relaxed concerts at The Stoller Hall, in-school performances and workshops for primary school children.

Local, National and International Links

The following list covers a sample of the many links that we have with organisations and groups. All students work with external opportunities throughout the year. Some of the links are Music based, others are not.

Local

- Manchester Cathedral (the Choristers are students at Chetham's)
- Royal Northern College of Music
- Manchester University
- Gorton Monastery
- Greater Manchester Local Authorities
- Hallé Orchestra
- Manchester Camerata
- Northern Chamber Orchestra (Ensemble-in-Residence from Autumn 2013)
- Manchester International Festival
- Salford Schools (supported by Booth Charities)
- Bridgewater Hall Education Trust
- Seashell Trust (formerly Royal Schools for the Deaf)
- Francis House Children's Hospice
- St Ann's Hospice
- Christie Hospital
- Wood Street Mission
- **Greater Manchester and Blackburn with Darwen Music Education Hub**
- **Sound! Music Hub**

- Nordoff Robbins
- Manchester Healthy Schools
- **Venture Arts**
- **Manchester Young Carers Network**
- **Salford Community Leisure Youth Groups**
- **MADE (Manchester Learning Cultural and Education Partnership)**

National

- Variety of Local Authorities through our annual outreach programmes or concerts and workshops
- National Children's Orchestra, National Youth Orchestra, National Youth Choir, National Youth Junior Orchestra
- Walton Trust
- Delius Trust
- Grieg Society Corporate Member
- Britten Pears Foundation
- RNLI
- NSPCC
- Gabrieli Consort
- Bach Choir, London
- London String Quartet Foundation at the Wigmore Hall
- BBC Philharmonic Orchestra
- Incorporated Society of Musicians Corporate Member
- British Flute Society
- Birmingham Conservatoire
- Welsh National Opera
- British Double Reed Society
- British Horn Society
- **English Chamber Orchestra**
- **Association for British Orchestras**

International

- Barratt Due Music School, Oslo, Norway
- Beijing Central Conservatoire of Music, China

Assembly & Tutor Programme

Assemblies and tutor times are usually organised by section to ensure age appropriate and most relevant content is delivered. However, the whole school does meet on occasions for example for Remembrance and to celebrate and create community (e.g Prefect hustings).

Any of these assemblies, section or whole school, might involve interesting speakers from outside including secular or faith speakers. Visiting speakers are requested to share their presentation prior to the assembly (e.g. Powerpoint) as this allows us to have consideration regarding relevance and that SMSC themes are covered. Chetham's has a separate risk assessment regarding assembly speakers.

The main aim of assemblies is to provide an opportunity for a section of the school to reflect together on a topic of note. Assemblies and tutor time, particularly for older year groups, often have a particular PSHE focus.

All assemblies are co-ordinated and designed to enhance and enrich the SMSC development of students and are age specific to the section. Assemblies may link to national themes e.g. Black History Month, International Women's Day, LGBT History Month, Lunar New Year, Wellbeing Week, and Environmental Week or may link to tutor time resources aimed at Personal Development (e.g.

Metacognition, strategies for improving Mental Health). A key principle of the assembly programme is that students have the chance to perform and share together.

If not through an assembly, SMSC content is delivered to all students on a weekly basis in Tutor Period. The topics covered reflect wider concerns and issues as well as those that arise with the School and boarding environment.

Duke of Edinburgh Award Scheme

- Started in 2018-19, school offers the opportunity for students in Year 9 and above to complete the Duke of Edinburgh Bronze and Silver Awards. This enables students to obtain a very highly sought-after qualification alongside their other studies here at school.

Victoria House

Victoria House runs a varied and wide-ranging programme of weekend activities for both boarding and day students who wish to be involved. Opportunities to explore the immediate city centre, Greater Manchester and further afield are all provided on a weekly basis to those wishing to sign up and take part. Examples of trips so far include; Total Ninja, Manchester Art Gallery, Science and Industry Museum, Raft Building, Blackpool Sandcastle Waterpark, Lancaster Animal Farm Manley Mere Adventure Trail, Imperial War Museum, Jodrell Bank and plenty of parks.

During the week we run lunchtime clubs for Y7&8, after school clubs for juniors and evening activities for boarders. Cubs and Scouts, Drama, Chess Club, Craft Club, Computer Club, Baking, and Cooking activities are all offered on a weekly basis. Students also have access to Fit to Perform activities.

As part of the Duke of Edinburgh Award scheme, students from Year 9 and above will be volunteering to lead activities in Victoria House in the evenings as well as helping and mentoring some of the junior boarders with reading, theory and learning spellings.

As a small junior boarding house we aim to create a 'home from home' feel for all students, including our day students who are just as much part of the house as the boarders. We encourage our students to develop their independence and individuality at a young age whilst being supported by the Victoria House staff at every point.

As a community, Victoria House staff run themed weeks for all students which cover many areas of SMSC, including a Wellbeing Week, Culture Week, and Life Skills Week.

1st Chetham's Scout Group:

- The scout group is split into two sections, Cubs – Yr 4-6, Scouts Yr 6-9. We also have Young Leaders who are students in the sixth form who help lead and organise sessions for the Cubs and Scouts.
- All groups meet once a week and work on a varied programme at school
- Activities cover a wide range of areas, mainly relating to badge work or working towards a combined goal of 'Skills for Life' as laid out in the scouting framework.
- Through the academic year there are opportunities for Scouts and Explorers to come on trips and Scout camp away from school. Recent camps have taken place at Boarfold and Ashworth Valley. Invested cubs, scouts and explorers are able to access scouting activities within Greater Manchester and their home counties/districts when they are not in school.

Millgate House

Our House motto is 'Live Deliberately' to encourage thoughtfulness towards the choices that we make, both individually and as a community. Students are encouraged and supported to be independent and curious and to challenge themselves in a supportive and safe environment

Bedtime routines are appropriate for age groups and each student has their own area for sleeping and working. Students learn to cooperate with their dorm mates and are helped to negotiate compromises when there is conflict of interest. We have a House handbook that outlines our shared values and expectations to underpin and uphold our aims as a community

Students are supported by their year group House Assistant who actively looks out for their welfare and acts as a guide to find solutions. A member of the House team is assigned to each year group to promote year group cohesion and in order that they can actively look out for the students' welfare

We work to be a student led community and when things go wrong we encourage the students to identify their needs with the House Team working in a supportive role. We have a 'Quiet Space' in

House which acts partly as a sensory room and partly as a place for students to learn how to regulate and manage their own emotions (away from shared common rooms and dorms)

Students are encouraged to be self-disciplined with support from both guidelines and House staff. There are consequences which are proportional and encourage students to learn from their decisions and make more informed choices in the future. Our focus is on support, primarily, within an educational and restorative mindset. As students mature, they are allowed greater freedoms and with this, comes greater responsibility

We have House Meetings every other week, with the whole House meeting together. This provides an opportunity for us to come together and share news and feedback, as well as widen social discourse in an open forum across all age groups in a supportive environment

Sixth Formers have the opportunity to help young students to have safe access to the city through the Guardian Angel scheme. We also have Senior Student Representatives who work with the Head of House to support the student community

Morality is engrained in the behaviour system that is based on a restorative model, where morality and personal values play a huge role in the process of 'putting things right' and 'placing oneself in the shoes of another'

The School enjoys close and historic links to Manchester Cathedral and students of all faiths, and of no faith, are all allowed space to be who they need to be, with students going to worship at many of the city centre's venues. For some of our students, spirituality is often expressed within their music.

Student Socials provide social activities between Houses and year groups

The number of overseas students in the House means that students are immersed in a rich and diverse range of cultures and traditions; students can celebrate their own and others' cultures freely. We work hard to embrace celebration, feast and observance days from as many cultures as possible during the School year

The House Captain is chosen by the Head of House to acknowledge personal growth, contribution to community and a dedication to House. We are a meritocracy in House, privileges are earned and respected. We work on amplifying the student voice in decisions like this, however, as well as being consulted about House choices for items such as furnishings and decoration and bigger changes in House, in order to encourage a true sense of belonging through shared ownership.

As a music school, access to The Bridgewater Hall and The Hallé, via reduced priced tickets, offers greater opportunity for students to expand their cultural appreciation. Being close to the Manchester Arena and other world-famous venues and theatres only serves to expand this potential.

Our House Team is diverse and engaging and deeply committed to the enrichment of the lives of our student community. From our own backgrounds we bring a variety of areas of expertise including literature, drama, comedy, sports, music, travel and history. Our central focus in House is to help support our community irrespective of our inherent differences to be happy, healthy, safe and successful in the way that is most meaningful to them so that they may continue on their journey beyond House and Chets and be a positive force in our world.

New College House

New College House is a place where students at Chetham's are encouraged to learn from each other, interact positively with other students and support each other through the challenges faced as a developing musician and young person. We work to create an environment in which students find their home away from home. In New College House, students have constant access to approachable and caring staff. They know that we want to hear how great their day has been or if they've been struggling. Coffee, tea and biscuits are always available in New College House

office, so that we can have a chat and offer pastoral support in a tailored and sensitive way. We place a strong focus on facilitating conversations between students with the aim of resolving any issues that may arise within friendship groups or between those living in a shared environment. With this focus on empathy and autonomy, we hope to equip our students with the skills to navigate not only school life, but the wider world outside of it.

We aim to offer our students the kinds of activities that enable them to share some of the skills that they already have, and that extend their range of interests beyond their musical ones.

New College House Cooking Club provides an opportunity for students to make their own food, learn new recipes and develop their independent living skills. It also provides a space where students can cook and bake together alongside house staff and express themselves creatively.

Pamper Night is a relaxed get-together involving face masks, nail art, and the sharing of advice on everything from beauty therapies to study skills.

For students who are keen to get out of school to enjoy some fresh air, we encourage and facilitate the use of our onsite gym and trips into town for runs. We organise an NCH only gym session to provide a comfortable space to work out in.

We run trips to the theatre and other cultural spaces to watch various productions as chosen by students.

Our yoga sessions encourage mindfulness and are a perfect opportunity for our students to centre themselves and find moments of peace and quiet amongst the routines of the school environment.

We encourage students to care for small plants in their dormitories, and we provide them with seeds and advice on how to grow them. We are also expanding out into the school grounds, where we will place hanging baskets and planting boxes which will be cared for and tendered by student volunteers.

For those students who are of Faith, we support and encourage them to join groups and attend places of worship in the city centre and surrounding areas.

Our members of staff in house are proactive in engaging our students in conversations around contemporary societal issues, creating a safe space where these topics can be understood, challenged and where other perspectives can be vocalised and discussed.

Our House Student Voice Portal is signposted throughout the house; a QR code offering an opportunity for students to contribute electronically their thoughts and ideas on the shape they would like the house to take as we constantly try to evolve. This kind of community involvement is also facilitated by our regular house meetings, and a visible and proactive House prefect team. In giving students the opportunity to be heard, we hope to empower them in a broader sense of civic duty and communal responsibility.

Worship & Spiritual Care

- Students are able to attend a place of worship. The School makes this as safe as possible by offering to guidance about locations etc.
- Chetham's has an active Christian Union. The regular meetings offer a mixture of outside and in-house speakers. Whilst the main reason for meeting is to address spiritual matters, these groups also provide a strong social network. Session content and style varies enormously from debates to teaching about a Bible topic/passage to a visit from a Christian Worship leader or even a trip out to the cinema.

Medical Centre

- It's a 'safe place' to talk about sensitive issues which might be troubling our students.
- Further specialist emotional and mental health support can be accessed through the Medical Centre with our Counsellor, or Psychologist.
- All our Health Care Professionals encourage students who have a specific faith or religion to seek help in that direction if it's deemed appropriate.
- Moral issues can be discussed freely in the Medical Centre which allows all students to be able to make informed choices and decisions of their own without judgement or prejudice.
- The lounge provides a quiet corner of the school for reflection and contemplation away from the hustle and bustle of daily life where students can 'recalibrate their settings'.
- There's a range of age appropriate health promotion literature displayed and available to read and borrow. Books and 'Topic of the Month' include; ways to be happy, how to be me, don't pick on me, what to do when you worry too much, no worries and activities to promote healthy living and mindfulness.
- A quote of the week is also displayed to help uplift and promote positive thinking.

The Learning Resources Centre

- provides access to print and electronic resources which may be valuable in dealing with SMSC issues
- issues guide-lines which emphasise 'treating one another and library books, music equipment and materials with care and respect'
- uses some hired materials from other libraries, so it is important that students understand the value of caring for materials from institutions which often have limited resources and provide a valuable cultural resource for society as a whole
- has a suite of 8 computers which can be used by students for work and leisure purposes
- has a copy for staff of The Byron review: children and technology
- has resources on mental health and wellbeing, bullying, puberty, sex, drugs, alcohol, smoking and healthy eating which are regularly reviewed and updated as necessary
- has books on religion
- has books with information about global issues such as poverty, environmental issues, human rights
- has fiction and non-fiction sections, covering a panoply of moral, social, spiritual and cultural issues, often purchased at the request of students and/or following recommendations in professional library publications
- encourages the avoidance of waste, e.g. old and unwanted donations of
- works with staff in the Learning Support Department to provide specialist resources for students with Special Educational Needs and/or English as a second Language; this has included working with the RNIB library in Stockport to provide resources for a student with multiple sensory impairments; and providing DVDs, graphic novels, abridged copies of books, books designed for dyslexic students and dictionaries for students using English as a Second Language
- houses the Careers Library, which offers information on careers in music and other areas, higher education material, and material for those planning a gap year.

Health, Fitness and PE

The Department offers a wide variety of sports and physical activities. We aim to develop the students physical and mental health and wellbeing and strive to create well rounded individuals. Our team sports consist of a variety of games. All students are showed the basic skills for each game and then taught how to apply these into a game situation. The skills development helps students develop their self-confidence and self-esteem. The game situations help students develop a sense of being part of a team, following rules and team etiquette and respecting sporting officials and their opposition.

We deliver lessons with a strong emphasis on being supportive and kind to each other and teaching them tolerance and an acceptance of differences. All the social skills we help them with are transferable to all other aspects of life.

The students will have a block of 4 weeks at a time where they will learn the skills for a specific sport before moving onto the next one.

We teach about healthy lifestyles and good nutrition, we learn about the importance of a healthy heart and how to keep it healthy. During the fitness part of the curriculum the students will also learn about the bones and muscles and what they can do to target certain muscles and what to do if they injure them and how to recover – this is linked to the specific instrument they play.

As part of the game sense approach the students can develop five employability skills: Communication, Self-belief, Teamwork, Self-management, and Problem solving.

We also run a variety of outdoor pursuits activities that help students to grow with confidence, develop social skills and respect rules for example following the Countryside Code.

There is an onsite gym where the students can use, they can either go in and just do their own work outs or a specific fitness programme can be tailored to the students' specific needs.

Elective Study (Enrichment)

In addition to their chosen subjects, Year 12 students do 'Electives' for 1 period per fortnight on a rotation with PSHE. These studies complement A Level study and assist in developing and providing evidence of skills valued by universities, colleges and employers, namely:

- working with others
- problem solving
- communication
- research and presentation