

# **Moorcroft School**

## **SMSC Policy**

**Effective Date:** October 2015

**Next Review Date:** October 2016

## **1. INTRODUCTION**

At Moorcroft School we recognize that the personal development of our students plays a significant part in successful preparation them for the opportunities, experiences and responsibilities of the adult life. We therefore foster spiritual, moral, social and cultural development of our students in a wide range of contexts.

## **2. SMSC CONCEPTS**

At Moorcroft School we provide our students with structured as well as broad and balanced opportunities to learn and internalize with the following SMSC concepts:

# SMSC topics

## SPIRITUAL DEVELOPMENT:

- Self-esteem
- Faith, worship
- Critical thinking
- Valuing opinions of others
- Emotions and feelings
- Reflection and self-reflection
- Beliefs
- Values
- Personal experiences
- Relationships with others
- Understanding of strengths and weaknesses
- Creativity, art, music, literature
- Will to achieve, striving excellence
- Celebrating success
- Wonder and mystery of the natural world
- Imagination
- Curiosity
- Courage

## MORAL DEVELOPMENT:

- Individualism
- Personal behaviour
- Responding to views of others
- Telling the truth
- Helping others
- Learning from mistakes
- Fairness and justice
- Distinguishing between right and wrong
- Respecting property
- Respecting the environment
- Making informed choices
- Making independent decisions
- Responsibility for own actions, consequences
- Moral code
- Empathy
- Respect
- Promoting good behaviour
- Discouraging bullying
- Respecting different views
- Fair play
- Assertiveness
- Expressing own views
- Considerate lifestyle
- Making decisions
- Welfare of self and others
- Taking responsibility for own actions

## SOCIAL DEVELOPMENT:

- Individual and group identity
- Local, national and global belonging
- Community
- Socially acceptable behaviour
- Obeying the rules
- Working as a member of the group
- Compromise and consensus. Democracy
- Family
- Citizenship
- Positive relationships with others
- Equality
- Team building
- Careers
- Being productive in the society
- Caring for others
- Cooperation
- Rights in the society
- Responsibilities in the society
- Conflict resolution

## CULTURAL DEVELOPMENT:

- Diversity
- Tolerance
- Inclusion
- Different cultures
- Traditions
- Artistic events
- Cultural events
- Celebrating talents
- Local, national and global belonging
- History, geography
- Foreign languages
- Worldwide communication & ICT
- Symbolic communication, images and icons that have meaning in different cultures

### 3. SCHOOL VALUES

The school uses ten 'Golden Rules' to promote a positive learning environment in which pupils can learn and develop to their full potential. They are written from a pupil's point of view. Our strong belief in these rules and their rigorous implementation can be seen in all interactions between students and staff.

1. Treat me with respect and dignity. –**spiritual, moral**
2. Talk to me not about me. – **social**
3. Give me time to respond and interact in my own way. – **social**
4. Listen to what I have to say. - **social**
5. Let me know what's going to happen.
6. Telling me what I am good at builds my confidence. – **spiritual**
7. Stay calm with me; even if I do not stay calm myself. – **spiritual**
8. Try to understand me. I can't always explain my feelings. – **spiritual**
9. Allow me to make choices and decisions for myself. – **moral, spiritual**
10. Help me to stay safe.

### 4. WHOLE SCHOOL ASSEMBLIES –**spiritual, moral, social, cultural**

There are two whole school assemblies at Moorcroft School:

#### a) **Monday assembly:**

There is a yearly rolling programme of SMSC topics covered in whole school assemblies. Every week a different class presents the assembly the students experience and understand SMSC concepts.

Assemblies are conducted in departments. This allows us to ensure that topics match age and level of understanding of students as well as the ethos of the Key Stage.

In KS3 assemblies are led by a named class and presented to the rest of the group. They are interactive and often involve social stories, drama and music.

KS4 has joint assemblies with **Sixth Form**. This is a part of our preparation for transition to Sixth Form and becoming familiar with its spirit. KS4 and **Sixth Form** students are fully involved in their preparation and conduction. Students set up the hall according to chair layout designed by the leading teacher. Then they work in small groups working on highly interactive task.

# MONDAY ASSEMBLY SCHEDULE

2015/2016



LOWER SCHOOL	TOPIC prompting social, moral, spiritual and cultural development	S/M/Sp/C?	Teacher's initial
7 <sup>th</sup> September	Welcome – new teams	S	AI
14 <sup>th</sup> September	Friends	S	AI
21 <sup>nd</sup> September	Self-esteem	Sp	AI
28 <sup>th</sup> September	Helping others	M	TW
5 <sup>th</sup> October	Family	S	AB
12 <sup>th</sup> October	Diversity	C	JC
19 <sup>th</sup> October	Reflection	Sp,M	AI
2 <sup>nd</sup> November	Guy Fawkes Day	C	TW
9 <sup>th</sup> November	Remembrance Sunday	C	AB
16 <sup>th</sup> November	Diwali	S,C	JC
23 <sup>rd</sup> November	Communicating needs	S,Sp,M	AI
30 <sup>th</sup> November	St Andrew's Day	C,Sp	TW
7 <sup>th</sup> December	Team work	S	AB
14 <sup>th</sup> December	Christmas	C	JC
4 <sup>th</sup> January	Healthy eating	PSHE	AI
11 <sup>th</sup> January	Rules	M,S	TW
18 <sup>th</sup> January	Solving conflicts	S,M	AB
25 <sup>th</sup> January	Burns' Night	Sp,C	JC
1 <sup>st</sup> February	This Day in History	C	AI
8 <sup>th</sup> February	Valentine's Day	C,S	TW
22 <sup>nd</sup> February	Chinese New Year	C	AB
29 <sup>th</sup> February	St David's Day	C	JC
7 <sup>th</sup> March	Art Experiences	Sp	AI
14 <sup>th</sup> March	Mothering Sunday	C,M	TW
21 <sup>st</sup> March	Easter	Sp,C	AB
11 <sup>th</sup> April	Spring – new life	Sp	JC
18 <sup>th</sup> April	St George's Day	C	AI
25 <sup>th</sup> April	Confidence	Sp	TW
2 <sup>nd</sup> BANK HOLIDAY			
9 <sup>th</sup> May	Fair play	M	AB
16 <sup>th</sup> May	Choice	M	JC
23 <sup>rd</sup> May	Interactions with others	S	AI
6 <sup>th</sup> June	Wonders of nature	Sp	TW
13 <sup>th</sup> June	Ramadan	Sp,C	AB
20 <sup>th</sup> June	Father's Day	C	JC
27 <sup>th</sup> June	Looking after myself	M	AI
4 <sup>th</sup> July	Independence Day	S	TW
11 <sup>th</sup> July	Transitions	PSHE	AB
18 <sup>th</sup> July	Celebrating success	Sp	JC

CROFT HOUSE	TOPIC	S/N	Leading
	DEVELOPING social, moral, spiritual and cultural understanding	Head of Department to state	(sign up)
7 <sup>th</sup> September	Team building	social	AK
14 <sup>th</sup> September	Celebrating talents	Cultural, spiritual	BS
21 <sup>st</sup> September	Eid	Cultural	JW
28 <sup>th</sup> September	Emotions and feelings	Social, spiritual	AK
5 <sup>th</sup> October	Harvest Festival	Cultural	BS
12 <sup>th</sup> October	Making informed choices	Moral	JW
19 <sup>th</sup> October	Family	Social	AK
2 <sup>nd</sup> November	Diwali	Cultural	BS
9 <sup>th</sup> November	Remembrance Day	Cultural	JW
16 <sup>th</sup> November	Curiosity – having a go	Spiritual	AK
23 <sup>rd</sup> November	Sculpture - art	Cultural	BS
30 <sup>th</sup> November	Courage and being brave	Spiritual	JW
7 <sup>th</sup> December	Creativity – linked to whole school production	Spiritual	TBC*
14 <sup>th</sup> December	Christmas	Cultural, spiritual	TBC*
4 <sup>th</sup> January	New Year	Cultural	TBC*
11 <sup>th</sup> January	Wrongdoing/ Lying	Moral	TBC*
18 <sup>th</sup> January	World Religion Day	Cultural, spiritual	TBC*
25 <sup>th</sup> January	Safety	Social	TBC*
1 <sup>st</sup> February	Cooperation and team building	Social	TBC*
8 <sup>th</sup> February	Valentine's Day	Cultural	TBC*
22 <sup>nd</sup> February	School rules	Cultural	TBC*
29 <sup>th</sup> February	Curriculum Day	Curriculum enrichment	TBC*
7 <sup>th</sup> March	World Book Day	Cultural, spiritual	TBC*
14 <sup>th</sup> March	Mothering Sunday (being productive – gifts?)	Cultural, social	TBC*
21 <sup>st</sup> March	Easter	Cultural, spiritual	TBC*
11 <sup>th</sup> April	Helping others	Cultural, spiritual, moral	TBC*
18 <sup>th</sup> April	Earth Day	Cultural	TBC*
25 <sup>th</sup> April	Queen's Day	Cultural	TBC*
2 <sup>nd</sup> BANK HOLIDAY			
9 <sup>th</sup> May	Spring nature	Spiritual	TBC*
16 <sup>th</sup> May	People who help us	Social	TBC*
23 <sup>rd</sup> May	Carnival fiesta	Cultural	TBC*
6 <sup>th</sup> June	Adolescence	PSHE	TBC*
13 <sup>th</sup> June	Gender	PSHE	TBC*
20 <sup>th</sup> June	Father's Day	Cultural, social	TBC*
27 <sup>th</sup> June	Looking after environment	Moral, social	TBC*
4 <sup>th</sup> July	Sports Day	Social, spiritual	TBC*
11 <sup>th</sup> July	Goodbye to LEavers	Social	TBC*
18 <sup>th</sup> July	Summer holiday	Cultural	TBC*

## **b) Friday Well Done Assembly – spiritual, social**

During Well Done Assembly is a whole school platform to celebrate success of our students. Every week a student from each class receives a certificate praising their outstanding achievement. We use language of MAPP (Assessment for Learning) when describing the achievement of the students and attach a MAPP sticker with a visual explanation of how well they have done.

## **5. JACK PETCHEY AWARD - spiritual**

Jack Petchey Award is a reward and recognition initiative which enables schools and youth organisations to celebrate the achievements of their young people as well as receive additional funding. Every month staff nominates students making outstanding progress in a specific area of learning. A winner receives £200 spent on resources that will benefit their education. Award winners are further recognised by attending one of our celebration events where they are congratulated on stage in front of friends and family.

## **6. FAMILY EVENTS - social**

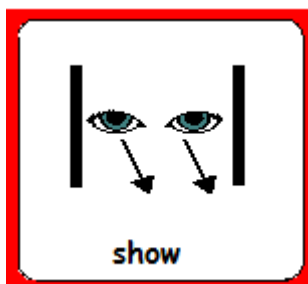
Cross-Academy Family Services as well as in-house FROMS (Friends of Moorcroft School) regularly organize family events. During these events students and their families have an opportunity to build closer relationships with school staff. It is also an opportunity for parents to meet other parents and share their experiences, build friendships. These events include family barbecues, firework displays, a prom, etc.

## **7. MAPP – ASSESSMENT FOR LEARNING - spiritual**

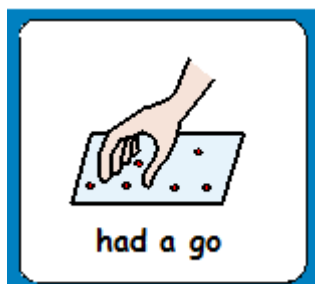
At Moorcroft School we use MAPP allowing our students to reflect on how well they have done and what they need to improve. It also sets clear expectations and definition of success, which differs from student to student and related to **their personal best**.

We use consistent language of assessment. We both expose students to this language and encourage them to self-assess. We also encourage parents by using MAPP language when discussing school achievements at home.

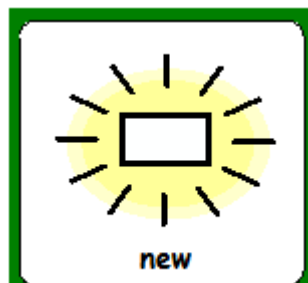
# AFL – ASSESSMENT FOR LEARNING



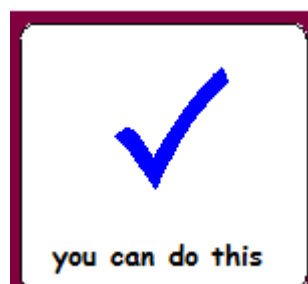
PROMPTING



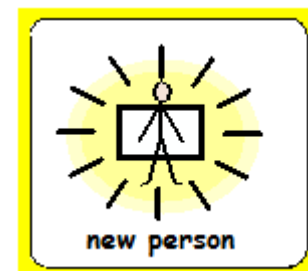
FLUENCY



MAINTENANCE



EFFORT



GENERALISATION



GENERALISATION



## **8. CURRICULUM ENRICHMENT**

Every year we have a several curriculum enrichment events. They provide an additional opportunity to increase creativity and curiosity. They also ignite their love of learning.

This school year we are going to have the following cross-school curriculum enrichment events:

- Whole School Production – **social, spiritual**
- Christmas party – **cultural, social**
- Christmas panto – **cultural, moral**
- Communication Days – **social, spiritual**
- Residential trip– **social, cultural**
- Queen’s Birthday Party – **cultural**
- Sports Week – **social, moral, spiritual**
- Career event – **social, cultural**
- Prom – **social, spiritual**

## **9. STIMULATING LEARNING ENVIRONMENT – spiritual**

We provide our students with various opportunities to learn from stimulating background environment. We use displays to maximize learning, which appeals to our visual learners. On display boards and in the display cabinets, we proudly present work completed by our students. We also present retrospection of the school events and visually explain cultural events. Each class has responsibility for designated display boards. SaLT team uses their board to remind students and staff of the key words we would like to reinforce. We also display topics discussed by the School Council and we present the winners of Jack Petchey awards.

## **10. SCHOOL COUNCIL – social, moral, cultural**

At Moorcroft we have School Council to ensure that students can make decisions about the school life. Students in each class have voted for their peers that will represent them on the school council. The Council is chaired by a student President. Minutes from School meeting council are displayed on the board and accessible to other students and staff. School Council decides on many matters important to them, e.g. they choose a charity event that they want to organize

## **11. MULTIETHNICITY - cultural**

We recognize that Moorcroft School is a multi-ethnic school. Therefore, we ensure that students learn about different cultures and cultural similarities and differences. Respect and tolerance are the underlying principles of education at Moorcroft School. Multiethnicity is addressed in the following ways:

- Whole school events, e.g. Asian Week (students of Asian origin constitute the largest population at Moorcroft school), Great Britain Assembly Christmas party, Easter Assembly, India Assembly, Eid Assembly, etc. We celebrate festivals from different countries and faiths.
- We compare social and cultural rules from different countries, e.g. eating with hands. In liaison with families we find the most comfortable cultural balance for each student.

We deliver Religious Education in targeted World Around Us projects. (see point 10) As a part of Cooking lessons we frequently prepare meals from different countries. We also visit places of worship, e.g. Mosque. What is more, we incorporate national music in learning about other countries.

Sports Week and the times of the Olympic Games are also an opportunity for our students to learn about their local, national and global belonging.

## **12. POSITIVE HANDLING – moral, social**

Each student displaying challenging behaviour of such intensity, frequency or duration that the physical safety of themselves or others is placed in serious jeopardy has a POSITIVE HANDLING PLAN. This plan specifies de-escalation strategies that can prevent challenging behaviours from occurring. They also specify how to manage challenging behaviour that has escalated. Positive handling strategies put a strong emphasis on:

- Managing own behaviour - **moral**
- Effective communication - **social**
- Making socially acceptable choices – **moral, social**
- Identifying own emotions - **spiritual**
- Conflict resolution and compromises - **social**
- Respecting others - **moral**
- Respecting property, etc. – **moral**
- Celebrating success, i.e. praising positive behaviour – **spiritual**

### **13. EXPRESSIVE LANGUAGE**

At Moorcroft School we encourage our students to communicate in the most effective way matching their needs and abilities. Our students use a variety of communicative methods: speech, Singalong, signing Alternative and Augmentative Communication, PECS books, communication devices, pictures, symbols, etc.

We encourage our students to talk about their emotions, express their choices and make decisions about themselves. Our students receive input from an in-house Speech and Language Therapist, Music Therapist, Dance and Movement Therapist and Art Therapist. – **spiritual**

### **14. World Around Us (Lower School and Croft House) – cultural, spiritual**

WAU incorporates Science, Religious Education, Geography, History, Music, Art, Design and Technology taught in a meaningful context of an overarching theme. For instance, to deliver a topic of Celebrations students we include national music, places of worship, traditions, national cuisine, national clothing.

### **15. SOCIAL DRAMA (Sixth Form) – moral, social**

Students in the Sixth Form reinforce their understanding of social rules during Social Drama classes. Social drama covers such topics as stranger-danger, social roles, etc.

### **16. COMMUNITY PROJECTS / OUTINGS- social**

Students at Moorcroft School have regular opportunities for community visits. This allows them to develop and reinforce a range of social skills. Students participate in such activities as shopping, using public transport, visiting galleries, etc. Sixth Form students visit West Thames College and DASH community centre weekly.

### **17. AFTER SCHOOL CLUB - social**

After school club is open to all the students at Moorcroft School. Some students pay for attending After School Club, the others use it as a part of their Pupil Premium. Monday After School Club focuses on taking the older group of students into the community. On

Wednesday additional warm water activities, rebound sessions and cooking activities are offered to the younger students.

## 18.OVERVIEW OF OPPORTUNITIES FOR SMSC DEVELOPMENT:

SPIRITUAL DEVELOPMENT:	MORAL DEVELOPMENT:
<ul style="list-style-type: none"> <li>• Self-esteem:               <ul style="list-style-type: none"> <li>- Golden rules</li> <li>- Well done assembly</li> <li>- Assessment for Learning</li> <li>- Plenary sessions</li> </ul> </li> <li>• Faith, worship:               <ul style="list-style-type: none"> <li>- Special Project – RE</li> <li>- Monday assemblies</li> <li>- Whole School Events</li> <li>- Visits to places of worship</li> </ul> </li> <li>• Critical thinking:               <ul style="list-style-type: none"> <li>- Making choices, decisions</li> <li>- School council</li> <li>- Problem solving</li> </ul> </li> <li>• Valuing opinions of others:               <ul style="list-style-type: none"> <li>- School Council</li> <li>- Negotiation</li> </ul> </li> <li>• Emotions and feelings:               <ul style="list-style-type: none"> <li>- Communicating about emotions</li> <li>- Creative therapies</li> </ul> </li> <li>• Reflection and self-reflection:               <ul style="list-style-type: none"> <li>- Assessment for Learning</li> <li>- Act of Worship</li> </ul> </li> <li>• Beliefs</li> <li>• Values:               <ul style="list-style-type: none"> <li>- Class rules</li> <li>- Social rules</li> </ul> </li> <li>• Personal experiences:               <ul style="list-style-type: none"> <li>- Communication</li> <li>- Retrospection</li> </ul> </li> <li>• Relationships with others:               <ul style="list-style-type: none"> <li>- Pair work, group work</li> <li>- Friendships</li> <li>- Recognizing familiar people</li> <li>- After school club</li> <li>- Lunch clubs</li> </ul> </li> <li>• Understanding of strengths and weaknesses               <ul style="list-style-type: none"> <li>- Assessment for Learning</li> </ul> </li> <li>• Creativity, Art, Music, Literature:               <ul style="list-style-type: none"> <li>- Special Project</li> <li>- Curriculum enrichment events</li> </ul> </li> <li>• Will to achieve, striving excellence:               <ul style="list-style-type: none"> <li>- Intrinsic and extrinsic motivation (MAPP stickers, Well Done certificate)</li> </ul> </li> <li>• Celebrating success:               <ul style="list-style-type: none"> <li>- Jack Petchey</li> <li>- Well done assembly</li> <li>- Plenary sessions, star charts</li> </ul> </li> <li>• Wonder and mystery of the natural world:               <ul style="list-style-type: none"> <li>- Special Project</li> <li>- Whole School Events, e.g. Science Days</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individualism:               <ul style="list-style-type: none"> <li>- Personalised Learning Programmes</li> <li>- Personalised timetables</li> </ul> </li> <li>• Personal behaviour:               <ul style="list-style-type: none"> <li>- Promoting good behaviour</li> <li>- Being a role model</li> <li>- Setting clear expectations</li> <li>- Class and school rules</li> <li>- Social rules in the community</li> <li>- Behaviour for learning</li> <li>- Positive Handling Plans</li> </ul> </li> <li>• Responding to views of others</li> <li>• Telling the truth</li> <li>• Helping others:               <ul style="list-style-type: none"> <li>- Register duty</li> </ul> </li> <li>• Learning from mistakes:               <ul style="list-style-type: none"> <li>- Problem solving</li> </ul> </li> <li>• Fairness and justice</li> <li>• Distinguishing between right and wrong</li> <li>• Respecting property:               <ul style="list-style-type: none"> <li>- Positive Handling Plan where appropriate</li> <li>- Class and school rules</li> </ul> </li> <li>• Respecting the environment</li> <li>• Making informed choices               <ul style="list-style-type: none"> <li>- Across the curriculum</li> <li>- School Council</li> <li>- SaLT programmes</li> </ul> </li> <li>• Making independent decisions               <ul style="list-style-type: none"> <li>- Across the curriculum</li> <li>- School Council</li> <li>- SaLT programmes</li> </ul> </li> <li>• Responsibility for own actions, consequences</li> <li>• Moral code:               <ul style="list-style-type: none"> <li>- Class rules</li> <li>- Social rules</li> <li>- Rules in the community</li> </ul> </li> <li>• Empathy:               <ul style="list-style-type: none"> <li>- Social stories</li> </ul> </li> <li>• Respect</li> <li>• Promoting good behaviour:               <ul style="list-style-type: none"> <li>- Being a role model</li> <li>- Golden rules</li> <li>- Positive Handling Plan where appropriate</li> </ul> </li> <li>• Discouraging bullying</li> <li>• Respecting different views</li> <li>• Fair play:               <ul style="list-style-type: none"> <li>- Sports games</li> <li>- Sports Week</li> </ul> </li> <li>• Assertiveness:               <ul style="list-style-type: none"> <li>- Social Drama</li> <li>- School Council</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Imagination: <ul style="list-style-type: none"> <li>- Creative activities</li> <li>- Special Project</li> <li>- School Displays</li> </ul> </li> <li>• Curiosity: <ul style="list-style-type: none"> <li>- Across the curriculum</li> </ul> </li> <li>• Courage</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing own views</li> <li>• Considerate lifestyle: <ul style="list-style-type: none"> <li>- Healthy School</li> <li>- Physical Development</li> </ul> </li> <li>• Welfare of self and others: <ul style="list-style-type: none"> <li>- Skills for Learning and Life</li> </ul> </li> <li>• Taking responsibility for own actions</li> </ul>
<p><b>SOCIAL DEVELOPMENT:</b></p> <ul style="list-style-type: none"> <li>• Individual and group identity: <ul style="list-style-type: none"> <li>- Classes, departments, school</li> </ul> </li> <li>• Local, national and global belonging</li> <li>• Community: <ul style="list-style-type: none"> <li>- Community project</li> <li>- Educational outings</li> </ul> </li> <li>• Socially acceptable behaviour</li> <li>• Obeying the rules: <ul style="list-style-type: none"> <li>- Class rules</li> <li>- Social rules</li> <li>- Rules in the community</li> </ul> </li> <li>• Working as a member of the group: <ul style="list-style-type: none"> <li>- Group work</li> <li>- Class, department, school</li> <li>- After School club</li> <li>- Sports teams</li> </ul> </li> <li>• Compromise and consensus. Democracy: <ul style="list-style-type: none"> <li>- Negotiation, decision and choice making</li> <li>- School Council</li> </ul> </li> <li>• Family: <ul style="list-style-type: none"> <li>- Special Project topics (usually Autumn 1)</li> <li>- Family Events, e.g. Family Barbecue</li> </ul> </li> <li>• Citizenship: <ul style="list-style-type: none"> <li>- Special Project</li> <li>- Community programme</li> <li>- Educational Visits</li> <li>- Whole School Assemblies</li> </ul> </li> <li>• Positive relationships with others</li> <li>• Equality</li> <li>• Team building</li> <li>• Careers: <ul style="list-style-type: none"> <li>- Career Days</li> <li>- College</li> </ul> </li> <li>• Being productive in the society: <ul style="list-style-type: none"> <li>- Christmas production line in the Sixth Form</li> </ul> </li> <li>• Caring for others</li> <li>• Cooperation</li> <li>• Rights in the society</li> <li>• Responsibilities in the society</li> <li>• Conflict resolution</li> </ul>	<p><b>CULTURAL DEVELOPMENT:</b></p> <ul style="list-style-type: none"> <li>• Diversity: <ul style="list-style-type: none"> <li>- Assemblies</li> <li>- Curriculum enrichment days, e.g. Asian Day, Christmas disco</li> </ul> </li> <li>• Tolerance</li> <li>• Inclusion</li> <li>• Different cultures: <ul style="list-style-type: none"> <li>- Special Project</li> <li>- Curriculum enrichment events</li> </ul> </li> <li>• Traditions: <ul style="list-style-type: none"> <li>- Assemblies</li> <li>- Curriculum enrichment days, e.g. Asian Day, Christmas disco</li> </ul> </li> <li>• Artistic events</li> <li>• Cultural events</li> <li>• Celebrating talents: <ul style="list-style-type: none"> <li>- Well done assembly</li> <li>- Jack Petchey</li> <li>- Display boards</li> </ul> </li> <li>• Local, national and global belonging <ul style="list-style-type: none"> <li>- Well done assembly</li> <li>- Special Project – Geography</li> <li>- Community programme</li> </ul> </li> <li>• History, Geography: <ul style="list-style-type: none"> <li>- Special Project</li> </ul> </li> <li>• Foreign languages</li> <li>• Worldwide communication &amp; ICT <ul style="list-style-type: none"> <li>- ICT for communication</li> <li>- ICT for Learning</li> <li>- ICT in the community (being ICT literate)</li> </ul> </li> <li>• Symbolic communication, images and icons that have meaning in different cultures <ul style="list-style-type: none"> <li>- Special Project</li> <li>- SLL</li> </ul> </li> </ul>

**Date of next review:** October 2016