

**Many visitors, employers and parents often comment that you can recognise a Brymore boy. We take pride in working with and developing the person as a whole by encouraging our own three ‘R’s –Responsibility, Resourcefulness and Resilience. So we do believe it is possible to recognise a Brymore boy because:**

* He is self - confident and takes pride in his appearance
* He is responsible and can appreciate the significance for himself and for others of his own actions
* He is resilient and can deal adequately with challenges and disappointment
* He is resourceful and can perform a range of tasks without direct supervision
* He upholds our ethos – **Diligentia et labore-** and is not afraid of hard work
* He can greet strangers in a welcoming manner
* He opens doors for others
* He is fit and healthy and recognises the value of exercise for both body and mind
* He shows awareness of the world beyond his own
* He is open and honest
* He holds strong opinions but listens to others
* He volunteers and is happy to help
* He develops a range of skills that will serve him throughout life

**Mapping Spiritual, Moral, Social and Cultural Development at Brymore, including opportunities for leadership and responsibility**

| **Spiritual** | **Whole school** | **Key stage 3** | **Key stage 4** |
| --- | --- | --- | --- |
| * Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in, and respect for, different people’s faiths, feelings and values * Sense of enjoyment and fascination in learning about themselves, others and the world around them * Use of imagination and creativity in their learning * Willingness to reflect on their experiences | * The message (Christian reflection group) * Daily assembly with hymn * Harvest festival (local church) * Christmas carol concert (local church) * Remembrance service (local church) * Commemoration of Armistice Day * Mentoring – reflection and target setting | **PSHRE**   * The importance of belonging through six world faiths * Creation Myths: the beginnings of faith * Influences over moral behaviour * Leaders/founders/civil rights leaders Jesus/ Muhammad/ Guru Nanak * Why they became figures of influence and what difference did they make? * Rules and regulations: How do we decide what is right? * Moral codes/ethical guidelines. Why do we have them? How are they formed? (Christianity and 2 other religions)   **Design and Technology**   * Design History – Research of major design styles/periods.   **Science**   * The big bang theory, natural selection, evolution, the origin of the universe * Ethical issues of cloning, genetic engineering, stem cell research, organ transplants   **Geography**   * The origin of the earth   **History**   * Why did Christians fight Muslims? Links to present day and modern extremism/terrorism/fighting in Middle East/modern anti-Semitism * Why risk death to defend the Church? Links to news, especially with respects to the rise of IS   **English**   * Use of reading journals   **Art**   * Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting. * Art lessons develop children’s aesthetic appreciation; * In turn, Art evokes feelings of ‘awe’ and ‘wonder’ * Giving students the chance to reflect on nature, their environment and surroundings | **Science**   * The role of science in the theory of evolution * The awe and wonder of the solar system   **Geography**   * The ethical issues surrounding tourism and how it affects different cultures and communities including sustainability * The power of the natural world (volcanoes, earthquakes)   **PE/Games**   * The importance of exercise, fitness and diet for their own health * Completing a personal exercise plan   **Maths**   * The origin of large numbers   **Art**   * The ability to express themselves through art, developing their own style * Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting. * Art lessons develop children’s aesthetic appreciation; * In turn, Art evokes feelings of ‘awe’ and ‘wonder’ * Giving students the chance to reflect on nature, their environment and surroundings |

| **Moral** | **Whole school** | **Key stage 3** | **Key stage 4** |
| --- | --- | --- | --- |
| * Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England * Understanding of the consequences of their behaviour and actions * Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issue | **Visiting groups/speakers**   * Royal marines challenge day * Royal Navy challenge/healthy eating day * Young farmers club including: * Falconry * Police dog handling * Air ambulance * Lamping * Gun safety * Somerset YFC * Ferretting * Paramedic * Blood doning * Local police * Stock judging * Road safety talk * Goals and opportunities evening (visiting colleges/employers) * PCSO visit – consequences of crime * BASC – forestry management/looking after the countryside * Support for farmers at Moorland * House Improvement Team – raising money for charity and their own community * Readathon/comic relief/children in need – charity fund raising | **PSHRE**   * The importance of belonging through six world faiths * Creation Myths: the beginnings of faith * Influences over moral behaviour * Leaders/founders/civil rights leaders Jesus/ Muhammad/ Guru Nanak * Why they became figures of influence and what difference did they make? * Rules and regulations: How do we decide what is right? * Moral codes/ethical guidelines. Why do we have them? How are they formed? (Christianity and 2 other religions) * Are you virtually safe? * Bullying: what is it and how to prevent it?   **Agriculture**   * Large scale versus small scale farming/intensive/battery versus free range   **Horticulture**   * The role of fertiliser, compost making and peat in the environment   **Forest School**   * The moral and ethical reasons behind growing and cooking your own food   **ICT**   * Awareness of legal and moral issues of phishing, viruses, cyber bullying, identity theft   **Science**   * Ethical issues of cloning, genetic engineering, stem cell research, organ transplants * Damage caused by the greenhouse effect, eutrophication – difficulties of prevention * Need for renewable energy, recycling and energy efficiency   **English**   * Personal prejudice through ‘Much Ado About Nothing’ * Tolerance through ‘Romeo and Juliet’ * Writing styles and how they change for different audiences   **Geography**   * Human use and effects on the landscape (adventure landscapes, tourism, urban development, globalisation, sustainability) * Study of other cultures (Middle East, Africa, Asia and Russia) * Impact of tourism on cultures around the world * Globalisation and the impact of different cultures and people * Sustainable development and working together   **History**   * Battle of Hastings – why do people fight wars?   **Art**   * Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War painting. | **Geography**   * The ethical issues surrounding tourism and how it affects different cultures and communities including sustainability * The impact of globalisation * Sustainable development * Challenge of feeding a rising population * The human effects of flooding and flood control   **History**   * The changing nature of crime and punishment as societies values change and develop * The role of war, famine, technology and science in the transformation of surgery * The role of the US in the Vietnam war   **PE/Games**   * The importance of exercise, fitness and diet for their own health * Completing a personal exercise plan * The moral issues of drug use in sport * Society pressures that can lead to anorexia, weight concerns, body image problems   **Horticulture**   * The effects of pesticides, disease and pest control on the environment   **ICT**   * The importance of data protection and keeping safe online * Understanding legal, ethical, safety and security issues when using ICT   **Science**   * The moral and ethical issues of pollution, fossils fuels, obtaining natural resources, energy production, the changing environment and the nuclear debate   **PSHRE**   * Health and safety in the work place * Road safety   **Agriculture**   * Intensive/battery farming versus free range |

| **Social** | **Whole school** | **Key stage 3** | **Key stage 4** |
| --- | --- | --- | --- |
| * Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds * Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively * Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs | **Social and community cohesion is supported by:**   * Open day (2500 visitors) * Christmas carol concert (all parents) * Harvest festival (all parents) * Cross country (all parents – soup/food provided) * Sports day (all parents – refreshments * provided) * Swimming gala (all parents – refreshments provided) * Presentation afternoon (all parents invited – refreshments available) * Leavers service (Year 11/12 parents invited – refreshments available) * Prospective Year 9 induction ploughman’s – new parents invited * Induction hog roast – year 9 parents invited * Rugby sevens – all parents invited/refreshments available * All sporting fixtures – parents informed * Parents chads hill run – all parents invited * English/maths focus days – all year 11 parents invited * SMILES for Christmas – working with the community * Cannington in bloom – working with the community * Field to fork campaign (2500 signatures)   **Social development enhanced by:**   * Sport * Rugby * Cricket * Hockey( in school) * Hockey training (with Bridgwater hockey club) * Athletics * Cross-country * Football * Tennis * Rowing * Swimming * Triathlon * Soft ball * Fitness training * Weights * Circuits * Boxing * Karate * Volleyball * Uni-hoc * Chads * Golf * Outdoor education * Fishing (pond, course, river, sea) * Duke of Edinburgh * Shooting * Hill walking * Paint balling * Ferretting * Dry slope skiing * Climbing * Mountain biking * Quantock challenge * Archery * Canyoning * Coasteering * Sea Kayaking * Bonfire night and fireworks * House Improvement team and money raised for the school community   **Democracy**  Is demonstrated by:   * School council elections * Working of the school council * Prefect selection | **PSHRE**   * The importance of belonging through six world faiths * Creation Myths: the beginnings of faith * Influences over moral behaviour * Leaders/founders/civil rights leaders Jesus/ Muhammad/ Guru Nanak * Why they became figures of influence and what difference did they make? * Rules and regulations: How do we decide what is right? * Moral codes/ethical guidelines. Why do we have them? How are they formed? (Christianity and 2 other religions) * Are you virtually safe? * Bullying: what is it and how to prevent it?   **ICT**   * Awareness of legal and moral issues of phishing, viruses, cyber bullying, identity theft   **Science**   * The importance of scientific study, sharing results and working in groups   **Geography**   * Study of other cultures (Middle East, Africa, Asia and Russia) * Impact of tourism on cultures around the world * Globalisation and the impact of different cultures and people * Sustainable development and working together   **History**   * Romans to Normans – Who is ‘British and what does it mean?’ * Middle ages – what is the purpose of punishment? * The death penalty and changing attitudes * Middle ages – the changing nature of leadership/Kings * The crusades – the role of religious reasons behind war * Why did Christians fight Muslims? links to present day and modern extremism/terrorism/fighting in Middle East/modern anti-Semitism * Why risk death to defend the Church? links to news, especially with respects to the rise of IS   **Drama**   * Understand the importance and use of silence/pause * Begin to explore ideas and feelings sensitively * Respond to the work of others * Begin to formulate methods of self-evaluation * Work imaginatively alone. In pairs, in groups and as a whole class * Work confidently and constructively on own or as part of a group   **PE/Games**   * The importance of leadership (leading warm –ups/practices)   **Forest School**   * Teamwork through den building, making hurdle fences and setting up base camp | **English**   * Of Mice and Men – political, racial, cultural and social situation in American West during the 1930’s * Macbeth – themes of ambition and relationship between Kingship and Tyranny * Learn how the MEDIA works: look at examples of modern day influences of media on society * Study of Blood Brothers – class divide and nature versus nuture   **ICT**   * The importance of data protection and keeping safe online * Understanding legal, ethical, safety and security issues when using ICT   **Engineering**   * The role of employer/employee and employment law   **Agriculture**   * The role of the employer in health and safety and their own responsibilities (PPE etc.)   **Design and Technology**   * Design classics and how they have influenced society   **Science**   * The moral and ethical issues of pollution, fossils fuels, obtaining natural resources, energy production, the changing environment and the nuclear debate   **Geography**   * The ethical issues surrounding tourism and how it affects different cultures and communities including sustainability * The impact of globalisation * Sustainable development * Challenge of feeding a rising population   **History**   * The changing nature of crime and punishment as societies values change and develop * The role of war, famine, technology and science in the transformation of surgery * The role of the US in the Vietnam war   **PE/Games**   * Jobs within the fitness industry including volunteers, coaches. * The importance of team work/working together * The moral issues of drug use in sport * Society pressures that can lead to anorexia, weight concerns, body image problems   **Horticulture**   * The effects of pesticides, disease and pest control on the environment * Organic versus inorganic horticulture   **PSHRE**   * Health and safety in the work place * Road safety |

| **Cultural** | **Whole school** | **Key stage 3** | **Key stage 4** |
| --- | --- | --- | --- |
| * Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others * Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain * Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain * Willingness to participate in and respond positively to artistic, sporting and cultural opportunities * Interest in exploring, improving understanding of, and showing respect for, different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities | * Theatre trips * Author visits * Book club * Story telling (visits) * Music tuition (drums, guitar, piano) * Digital photography * Art club * Daily newspapers available in the LRC and boarding houses * News feed on display screens (daily) * Sunday newspapers and ‘coffee morning’ * Word of the week * Thought for the day * Public presentation (speaking) * Word of the week * YFC poetry/story telling competition * Designing the school Christmas card * Themes dinner nights (Chinese, Caribbean, American, Indian, Italian)   **Trips/visits**   * Ski trip (Austria) * London trip * Blood brothers * Rugby sevens/premiership * Shopping trips * Beach visits * County cricket matches * Team growers (strawberry farm) * Yeo Valley * Burnham Life boat station * Farm visits * Agricultural shows – Bath and West, Royal Cornwall, Devon County * Eden project | **PSHRE**   * The importance of belonging through six world faiths * Creation Myths: the beginnings of faith * Influences over moral behaviour * Leaders/founders/civil rights leaders Jesus/ Muhammad/ Guru Nanak * Why they became figures of influence and what difference did they make? * Rules and regulations: How do we decide what is right? * Moral codes/ethical guidelines. Why do we have them? How are they formed? (Christianity and 2 other religions) * Are you virtually safe? * Bullying: what is it and how to prevent it?   **ICT**   * Awareness of legal and moral issues of phishing, viruses, cyber bullying, identity theft   **English**   * Poetry – Identity in Year 7, romantic in Year 8 and monologues in Year 9   **Geography**   * Study of other cultures (Middle East, Africa, Asia and Russia) * Impact of tourism on cultures around the world * Globalisation and the impact of different cultures and people   **History**   * Romans to Normans – Who is ‘British and what does it mean?’ * Middle ages – what is the purpose of punishment? * The death penalty and changing attitudes * Middle ages – the changing nature of leadership/Kings * The crusades – the role of religious reasons behind war * Why did Christians fight Muslims? links to present day and modern extremism/terrorism/fighting in Middle East/modern anti-Semitism * Why risk death to defend the Church? links to news, especially with respects to the rise of IS   **Music**   * Music from around the world | **English**   * Learn how the MEDIA works: signifier, denotation, connotation * Of Mice and Men – political, racial, cultural and social situation in American West during the 1930’s * Macbeth – themes of ambition and relationship between Kingship and Tyranny * The study of a range of poems * Study of Blood Brothers – class divide and nature versus nurture   **Design and Technology**   * Design classics and how they have influenced society   **Geography**   * The ethical issues surrounding tourism and how it affects different cultures and communities including sustainability * The impact of globalisation * Sustainable development * Challenge of feeding a rising population   **History**   * The changing nature of crime and punishment as societies values change and develop * The role of war, famine, technology and science in the transformation of surgery * The role of the US in the Vietnam war   **Science**   * Genetic diseases and the effect of race (Sickle cell anaemia in black Africans versus Europeans) |

**Vertical Tutoring/Assembly Themes 2014/15**

The vertical tutoring and assembly programme has been designed to support the Social, Moral, Spiritual and Cultural development of the boys. The focus for the beginning of the academic year is to develop the relationship between the boys within your tutor group; this means that there will be a number of discussion activities and team building.

Throughout the year the programme will be added to and adjusted in response to the happiness checks of the boys and the feedback from the pastoral staff meetings.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Vertical tutoring theme** | **SMSC** | **Assembly theme** | **SMSC** | **Key Events** |
| 1 | Induction | Social | Building our future | Social | Induction week - working together |
| 2 | Brymore's community | Social | Responsible: You are responsible for what happens to you…. | Moral |  |
| 3 | Working in a team | Social | ‘It's nice to be important, but it's more important to be nice’ – practising kindness | Moral |  |
| 4 | Personal qualities of a member of Civilised society (Literacy Focus) | Social | Resourceful: THINK for yourself. Have the courage to be independent. | Social |  |
| 5 | Reflect on your own contribution to Brymore's community | Social | Resilient: Positive thinking- Make the most of what you have | Social |  |
| 6 | Respect for living things and the environment (Harvest Focus) | Social | Harvest Festival: Poverty affects us all – how can we help? | Spiritual | Harvest festival and cross country - individual reflection and team work |
| 7 | Rights of a Child (UNICEF) | Social | Working Together | Cultural |  |
| 8 | Rights of a Child (UNICEF) | Moral | Responsible: Freedom is never free. -Author Unknown | Cultural | Remembrance service - time for reflection |
| 9 | Discrimination | Cultural | ANTI-BULLYING WEEK  Toughness is not being a bully. It’s having a backbone. | Moral |  |
| 10 | Preventing Discrimination | Social | RESPONSIBLE, RESILIENT, RESOURCEFUL | Social |  |
| 11 | Diversity | Cultural | Respect Difference. (Ignorance is not an excuse.) | Cultural |  |
| 12 | Cultural Assumptions and Values (Christmas Focus) | Cultural | Resourceful: Getting ready for Christmas – beyond the presents… | Spiritual | Smiles for Christmas - helping the local community.  Christmas carol concert - the true meaning of Christmas |
| 13 | Display Week (Cultural posters competition) | Cultural | Fresh start – make it happen! | Moral |  |
| 14 | Display Week (Cultural posters competition) | Cultural | Chinese New Year: The Sheep (18th Feb)  “To my mind, the life of a lamb is no less precious than that of a human being.”  ― [Mahatma Gandhi](http://www.goodreads.com/author/show/5810891.Mahatma_Gandhi) | Cultural |  |
| 15 | The Human spirit (Literacy Focus) | Spiritual | Responsible: Life without prejudice… (Martin Luther King Day) | Cultural |  |
| 16 | The Defence of the Human Spirit | Spiritual | Resilient: ‘Learning the lessons of the past’  Holocaust Memorial Week | Moral |  |
| 17 | Creativity (Art Focus) | Spiritual | ‘Tell me a story’… National Storytelling Week (Literacy) | Cultural |  |
| 18 | Reflection: Willingness to explore the views of others | Moral | Resourceful: Fair Trade Fortnight | Cultural |  |
| 19 | The value of reflection | Moral | Resilient: “Courage is like a muscle. We strengthen it with use.” Ruth Gordon – International Women’s Day (Sun 8th March) | Moral |  |
| 20 | Happiness checks |  | Resourceful: ‘Our attitude towards life determines life’s attitude towards us’ | Social |  |
| 21 | Community Service (Tutor group community activity) | Social/Moral | ‘Celebrating Science’  National Science and Engineering Week | Moral |  |
| 22 | Community Service (Tutor group community activity) | Social/Moral | Responsible:  Get active! Healthy body, healthy mind… | Moral | Parents chads run/parents raising achievement session - community involvement |
| 23 | Why we work hard now | Social/Moral | Resilient:  Diligentia et labore: why we work hard now | Moral |  |
| 24 | Revision Techniques |  | Responsible:  Leadership – The future of Senior Student Leadership at Brymore | Social |  |
| 25 | Revision Techniques |  | ‘No man is an Island’  Europe Day 5th May | Moral |  |
| 26 | Team building (Sports) | Social | What’s your impact on the world?  Christian Aid Week  Foster Care Fortnight | Cultural |  |
| 27 | Team building (Sports) | Social | Resourceful:  Be better than you think you are.  ‘It always seems impossible til it’s done’ Nelson Mandela | Social | Sports day and leavers service - celebrating success |
| 28 | Team building (Sports) | Social | Responsible:  Leadership – follow up | Social |  |
| 29 | Team building (Sports) | Social | You are what you eat.  (Food Safety Week | Moral |  |
| 30 | Reflection | Spiritual | ‘The World Outside My Window’ | Cultural |  |
| 31 | Challenge yourself (Targets for the next academic year) | Moral | Resilient:  Challenge | Social | Open day - working with the local community |
| 32 | What's your impact on the world | Moral/Spiritual | Resourceful:  Think globally, act locally | Cultural | Work experience/Induction week |
| 33 | Happiness checks |  | Make the most of summer… | Social | Activity week, swimming gala and presentation of awards |

# Student Leadership/Responsibility

Developing responsibility is a key element of the ethos of Brymore and the SMSC development of the boys which is reflected in the opportunities for student leadership and responsibility. These include:

| **Activity/Position** | **Responsibility** |
| --- | --- |
| General expectations | Boys are expected to wash down their tables after each meal, make their own beds and keep their area tidy, ensure their clothes are laundered, maintain their uniform including polishing shoes as well as following all behavioral expectations |
| Farm Duties | Boys run the farm carrying out various duties at 6.30am and 4.00pm (7 days a week) for one week a term. Teaches individual and collective responsibility. |
| Garden Duties | Boys in Year 7 and 9 carry out garden duties one night a week. Teaches individual and collective responsibility through completion of a variety of tasks |
| School guides | All boys have the opportunity to act as guides for visitors and prospective parents by giving tours of the school |
| Key events | All boys have specific jobs on Open Day from running stalls, selling programs, security, stock showing, and setting up displays as we welcome 2500 visitors. Boys also welcome visitors; carry out car parking duties at other key events such as leaver’s service, induction days and one off events. Older boys assist serving food and drink at Pym’s night once a year |
| Representing the school | Boys represent the school at outside events such as Royal Cornwall show, Bath and West, Devon County, Lambing Sunday, South West game fair, Junction 24, sports events, ploughing matches, Harvest Festival and the Christmas Carol concert. |
| Mentors | Older students who can help younger students settle in or with specific issues. Overseen by the Deputy Head Boy. Chosen by Deputy Head Boy and House parents. |
| Heads of table | Ensure every boy on the table in breakfast and tea is treated fairly, oversees clearing routines |
| Sports captain | Represents either his house or school team. Chosen by staff. |
| Student council representative | Represents the boarding house, other students including outboarders and their year group at student council meetings. Chosen via student vote. |
| Head of the student council | Chairs meetings, prepares agendas and represents the student body. Chosen by student vote (student council members only) |
| Form captain | Represents the form, selected by students. |
| House captain | Ensures all house events run smoothly, and that the house is fully represented. Selected by staff and students. |
| Head of department | Oversees a duty team in either the farm or gardens. Selected by interview |
| Prefects | Ambassador of the school. Carry out duties as directed by the Senior prefects at lunchtime and break time. Selected via staff vote, and discussion with Senior prefects. |
| Senior prefects | Ambassador of the school. Oversee a duty team of prefects, and one oversees mentoring. Selected via presentation to the whole school, interview, staff and student vote. |
| Deputy Head Boy(x2) | Ambassador of the school. Overseeing duty teams and student welfare, and standing in for the Head Boy as appropriate. Selected via presentation to the whole school, interview, staff and student vote. |
| Head Boy | Ambassador of the school, representing the school at key events, leading all prefects. Selected via presentation to the whole school, interview, staff and student vote. |

**Student Council**

The student council meets regularly and actually effect change. Recent changes brought about by the student council include:

|  |  |
| --- | --- |
| * Provision of lockers for all | Improved cleaning of agriculture changing rooms |
| * Building of the mountain bike track | Feedback of meetings at a whole school level |
| * Live sports shown on TV | Clocks installed in all dormitories |
| * Changes to food menu/food working group established | Re-decoration of common rooms |
| * More informal Sunday breakfast | Activity group established – greater range introduced |
| * Rules on mobile phones revised | Improved reporting of damage/response time |