

Spiritual, Moral, Social and Cultural development at



Current SMSC Policy, Strategies & Approaches

Secondary School version

Introduction:

The purpose of this policy is to outline how the different elements of SMSC are covered throughout the curriculum and beyond at Park Lane International School. The school recognises the importance of identifying opportunities for students to develop their SMSC awareness.

Members of the Park Lane community are encouraged to express their individuality, and at the same time, to respect the British values of, *'democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.'* Opportunities are built into the curriculum and extra-curricular programme, to develop an awareness of - and to explore - alternative views. Students are encouraged to explore and build their own values and beliefs, spiritual awareness, along with high standards of personal behaviour. We place a strong emphasis on developing positive and caring attitudes towards others as well as an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

Staff at Park Lane model and promote high standards of behaviour, treating all people as unique and valuable individuals and showing respect for students and their families. The school community is a place where students learn to differentiate between right and wrong, to show an understanding of the need for rules and the need to abide by rules for the good of everyone. Our Behaviour Policy, Code of Conduct, Home-School Agreements and 5Rs/Learner Profile, reflect, reiterate, promote and reward positive behaviour and provide opportunities to celebrate pupils' work and achievements.

Aims:

- To ensure that Social, Moral, Spiritual and Cultural issues are embedded throughout the school curriculum in a consistent way;
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences;
- To enable pupils to develop an understanding of their individual and group identity;
- To provide pupils with the opportunity to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society;
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility;
- To give each pupil the opportunity to understand and know the British Values of: Democracy and the rule of law; individual liberty and mutual respect; tolerance of those of different faith and beliefs.

Definitions:

Spiritual development

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life;
- knowledge of, 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.

Moral development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, 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 ability to understand and appreciate the viewpoints of others on these issues.

Social development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those 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 of 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. Throughout their time at Park Lane, our students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain and a significant number of our

graduates pursue their higher education in the UK despite the big increase in university tuition fees for EU citizens post-Brexit.

Cultural development

Pupils' cultural development is shown by their:

- 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 in the school and further afield as an essential element of their preparation for life in modern Britain and other territories sharing the same or similar values;
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities;
- willingness to participate in and respond positively to artistic, musical, 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. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

British values

Fundamental British Values (FBV's) relate to and encompass *democracy*; the *rule of law*; *individual liberty*; *mutual respect for - and tolerance of - those with different faiths and beliefs and those without faith*.

Prevent

In line with the Prevent strategy and ¹local guidance on preventing extremism (as outlined in appendix 2 of the Child protection and Safeguarding Policy), we:

- encourage pupils to respect specified fundamental British values;
- do not promote extremist views, or partisan political views, through our curriculum and/or teaching;
- offer pupils a balanced presentation of views when political issues are brought to their attention.

¹ The local Czech strategy is closely aligned - please see the Appendix to this document for further details.

The Park Lane approach to SMSC

At Park Lane, we promote SMSC through our curriculum, our extra-curricular provision and through our pastoral systems and procedures.

In terms of curriculum content and the school's varied approaches to teaching and learning, the following examples from our secondary subject leaders help to underscore the significant impact of SMSC 'thinking' at Park Lane:

<p>PSHEE</p>	<p>In PSHEE lessons we learn about diversity in our society. Our students learn about the benefits of living in a diverse culture, to celebrate and to respect each other's beliefs and values. We learn to appreciate different points of view, to be open minded and tolerant. We teach our students that conflicts are an inevitable part of our lives, but at the same time we study how to manage them in the best possible way and with an open-minded approach. Discussions and debates are a constant part of our teaching and it allows our learners to develop their communication skills and to become respectful members of their community.</p> <p>We teach our students to respect the law and the rules of the society they live in, including reference to the civil and criminal laws of England. In our lessons about online safety, drugs and fair trade we discuss the issues of the current world we are living in. We teach them to make the right decisions to ensure their actions don't harm anyone around them and to understand the moral and social consequences of inappropriate actions and behaviour, including discussions on respect for public services and institutions like the Police and Fire services, making links to similarities and differences in the UK.</p>
<p>Learning Centre</p>	<p>The LC encourages students to reflect on their experiences and learning in line with the IB philosophy and Park Lane's 5 R's learner profile (responsible, respectful, resourceful, resilient, risk-takers). There are ample opportunities through the various activities and competitions for students to showcase their understanding and cultivate a global mindset.</p> <p>We are reflecting, in various ways, on our Collaborative Themes. So far this year, our themes have been 'Language & Voice', 'Black History Month' and 'Justice & Peace'. The Learning Centre contains a thoughtfully curated collection of books relating to these topics. In January our theme is 'Mental Health'. We will host a guest speaker with an emotional support dog and display books on mental health while promoting awareness and understanding.</p> <p>The LC models and monitors the proper use of sources. The library lessons on academic honesty and the use of artificial intelligence are crucial for fostering ethical behaviour and developing research skills in students. They help learners understand the importance of integrity in their academic work and prepare them to navigate the complexities of information usage responsibly.</p>

	<p>The LC also has opportunities for students to volunteer to help in various settings, including in the LC itself. For example, IB CAS students organise our 'Candlelit Story Event' for Year 6 students.</p> <p>Many of the LC activities help to showcase the cultures of the students within the school. Posters and signage are often multilingual. In September we created an interactive quiz on the diversity of languages spoken among the staff and student body, which raised cultural awareness.</p> <p>Book fairs are held selling English and Czech language books. Books from the majority of languages spoken in the school are available from the LC, e.g., English, Czech, Russian, French, German, Spanish and Italian.</p>
<p>English</p>	<p>From their studies in KS3 up to their time as an IB student during KS5, our English students are constantly exposed to diverse opportunities in both their reading, writing, and speaking tasks. After a recent review of our KS3 and KS4 text choices, students now explore a range of cultures and beliefs in their analytical and creative writing with characters and settings drawn from all around the globe. For example, in Year 7, students explore the narrative of a young enslaved boy from Pakistan in <i>Iqbal</i> as well as explorations of gender and female voices in <i>A Midsummer Night's Dream</i> and assorted Gothic fiction. Students explore literature and non-fiction across different social and political movements, understanding features of both canonical texts and postmodern literature.</p> <p>As part of the revision of our curriculum at KS3 and KS4, students' learning is now focused on thematic areas of study - all of which aim to build their global perspectives and prepare them for the demands of IB study. Themes range across time and space but are relevant for all students, regardless of culture, personal beliefs, and relationships. In KS3, themes range from Accounts of Adversity and Rhetoric for Change to Hegemony and Power and The Struggle for Independence. Students are encouraged to verbalise their ideas and opinions through controlled, classroom discussions and many of these themes encourage exploration of gender identity, various ideologies, socialisation, individualism and conformity, and various other connections to the world on a global scale.</p> <p>In KS4, this thematic approach is now continued with a full roll-out of this by September 2025. Literary and non-literary options have a renewed focus on cultural identities and comparisons of society through Chinua Achebe's <i>Things Fall Apart</i> and the poetry of Kayo Chingonyi - a Zambian-British poet. Alongside the study of power and gender in the American classic, <i>A Streetcar Named Desire</i>, students are now expected to complete the Speaking and Listening Component in which they are encouraged to articulate personal views, perspectives, and critical interpretations through a verbal discussion topic of their choice. In these lessons, teachers consistently make use of High Order Thinking questions to drive thought and challenge through concepts relating to Social, Moral, Spiritual, and Cultural issues. Students use technological applications and other methods to build a strong understanding of spelling, punctuation,</p>

	<p>and grammar as appropriate for Academic English; students who struggle with this are identified and offered additional support through lunchtime support sessions and alternative academic pathways (English Language only course and Academic Support Elective Programmes).</p> <p>Teachers often use a range of teaching and learning strategies to engage students in the investigation of different times, spaces, attitudes, and social concerns. All teachers in 2024 have been focusing their practice around the GPLL (Great Park Lane Lesson), consistently applying opportunities for collaborative work, independent research and reading, and teacher-led instruction. Students are encouraged to use glossaries, academic writing, and creative approaches to learning new vocabulary and developing their understanding of new concepts such as Tragedy, the Renaissance, Postmodernism, and Feminism/ Gender Studies. This is particularly true when students reach KS5 study, where our IBDP students explore texts in translation as well as those taken from at least t2-3 continents. Through student-led presentations, academic papers, and various forms of technology, students across all Key Stages show open-mindedness and resourcefulness when it comes to learning about cultures outside of the UK and the Czech Republic - whilst still maintaining a respect for relevant, national concepts of identity and society.</p> <p>Across the whole of their English study, students build up an appreciation of English Language and Literature over time. References include: Ancient Oral texts (such as Oedipus the King and the poetry of Homer or Chinese poetry); Drama from the Renaissance to the 20th century (Shakespeare; Miller; Mart Crowley); Postmodern texts (Carol Ann Duffy; Adichie; Bora Chung). Amongst full, genuine texts are also short stories and historical artefacts (including real articles, speeches, etc) to showcase a genuine range of identities and cultures over time. Characters and writers are inclusive of those from ethnically diverse backgrounds, sexual orientations, gender identities, and various other religious and social beliefs. By exploring the complex relationships between languages, students' develop an appreciation of the rich history of English and the fact that it owes its existence to a myriad of linguistic and cultural influences.</p>
Maths	<p>When we introduce new topics in Maths, we endeavour to provide that hook to learning by discussing the Mathematicians who discovered them. Indeed, we try to recognise the mathematicians who are often not given credit for their work (e.g. Pascal's triangle was not actually found by Pascal; similarly Pythagoras' Theorem is not named as it should be).</p> <p>When studying Statistics, we discuss the critical thinking required to exist in a world of bias, misinformation and misleading data. When teaching about compound interest, we open the conversation of loans and question the morality of loan sharks.</p>

	<p>Park Lane's mentoring programme began in the Maths department. Students in Years 10-13 currently volunteer to mentor students in Years 6-9. This may be used as part of their 'Volunteering' for the Duke of Edinburgh IA, their CAS or just their own personal development. As part of the mentoring process, the older students plan and deliver lessons that stretch our younger learners. For example, one of our Year 11s is currently running "Euler's Club", where he uses the understanding gained in his Additional Maths IGCSE studies to inspire the younger students to challenge themselves with the harder content.</p> <p>The maths faculty fully engages with the British Maths society - following key mathematicians (Hannah Fry, Matt Parker, Ben Sparks, Rob Eastaway) on various social media. We run the UK Maths challenges for students from all our year groups every year. Last academic year, a record breaking 113 students took part in the UKMT Maths Challenge. In the Junior one (for Years 7 and 8), 23 out of 29 students achieved a Bronze, Silver or Gold certificate. In the Intermediate round (Years 9-11) 34 out of the 51 participating students attained a medal certificate. Finally, the Senior Maths Challenge saw 23 out of 33 of our students achieve Bronze, Silver or Gold. 75% of our department has taught in the UK at various points in our career and hence our knowledge of the GCSE and A Level (Maths and Further Maths) syllabi is strong.</p>
<p>Science</p>	<p>Students are encouraged to investigate the world around them and use their imagination and creativity to develop their understanding and ideas. The creative process is an essential part of scientific discovery.</p> <p>Science has often been at the forefront of moral and ethical dilemmas. As scientists we have to recognise that just because we can do something that we should not necessarily have to do it. At all levels there is discussion on controversial topics such as stem cell research, transgenic organisms, cloning, nuclear fission, etc. Students are encouraged to discuss their own perspectives and to look at ethical and moral issues from different perspectives. Climate change, its effects and its solutions, have become an increasingly major topic of discussion that we revisit in every year group.</p> <p>Science is a collaborative process whether within a lab or across the globe eg. the human genome project or space exploration. Students work together on projects and experiments. This requires collaborative skills such as the ability to listen carefully to other points of view, express your own views clearly, delegate or accept roles fairly and work together towards a common goal. This requires social interaction with a high level of communication and compromise.</p> <p>The Collaborative Science Project at IB is specifically designed to bring together students from different disciplines and the teams' success depends upon individual contributions and teamwork. Each year we follow</p>

	<p>a theme for this project. Most recently this was about how to develop a local zoo with sustainability and animal welfare in mind. In the past we have also covered assistive technology for disabled people, and using science in the theatre. We have also run a mini collaborative science project for year 10 students based on applications of global goals. Numerous collaborative projects at KS3 for instance a project on designing circuitry for a house.</p> <p>International Mindedness, an integral part of the IB has been built into all levels. For instance the importance of having a shared international language of science and the issues that can occur when this breaks down. Science does not belong to one culture - it is universal and we look at the contributions of different cultures to our shared scientific knowledge. We also look at the cultural differences in how we value resources and the different perspectives that people might have to pollution, rainforest destruction, poaching etc for example many indigenous people often live sustainably within the environment and often tend to feel a sense of responsibility for the environment which other cultures may not.</p>
Czech	<p>The Czech programme offers our Czech students and students from different countries to develop their knowledge of the Czech language and culture. In Czech literature, Czech history and CAL lessons we discuss with the students their beliefs, but we also stress the importance of respecting other people's faiths, feelings and values. Via cross curricular projects with other departments and Learning centres we want the students to have a balanced view of the world around them. The books and other literary texts (from Czech and non-Czech authors such as Milan Kundera or Franz Kafka) our students analyse in our lessons often touch on moral and ethical issues and allow us to encourage them to think about the consequences of their behaviour and actions. Our teaching methods are based on group work and discussions that give students the opportunity to socialise and discuss with others in class and where possible with students from different year groups and also primary students. In the Czech history lessons we cover not only the history of the Czech Republic but students also explore all cultural influences that have shaped the Czech heritage. We promote cultural diversity, tolerance of other religions, ethnic groups and national and global communities.</p>
Modern Foreign Languages	<p>The Modern Foreign Languages programme is designed to develop students' spiritual, moral, social, and cultural awareness alongside their linguistic skills. The department offers a comprehensive curriculum, including IGCSE and IBDP courses, and also prepares students for prestigious external examinations such as DELE, DELF, and Goethe. These programmes provide students with recognised qualifications while enhancing their ability to engage with the global community.</p> <p>Through the study of languages, students gain a significant appreciation</p>

	<p>for the traditions, customs, and socio-economic contexts of the countries where the language is spoken. This fosters respect for diversity and plurality, reflecting the department's active promotion of international values, including mutual respect, tolerance, and global citizenship. By exploring other cultures and ways of life, students learn to reflect on and embrace socio-cultural and economic differences, nurturing their openness to the world. This understanding helps them recognise the interconnections between societies, encouraging an appreciation of the shared principles of justice, tolerance, and the rule of law that underpin democratic systems worldwide.</p> <p>Language learning also equips students with critical social skills such as collaboration, empathy, and effective communication, enabling them to engage meaningfully with others across cultures. The curriculum encourages moral reflection by inviting students to consider ethical issues and diverse perspectives while promoting spiritual growth as they explore the human experiences and values expressed through different languages and traditions.</p> <p>Our broad MFL curriculum ensures students develop not only linguistic competence but also a deep intercultural understanding, preparing them to contribute thoughtfully to an interconnected and culturally rich world.</p>
EAL	<p>By developing students' English language skills, the EAL department facilitates SMSC development in most other subjects; EAL lessons are focused on promoting English as an international language, encouraging global understanding.</p>
Geography	<p>The Geography curriculum is comprehensive ensuring Social, Moral, Spiritual, and Cultural (SMSC) links are embedded throughout. This benefits students by fostering a deeper understanding of the world and their place within it. It helps them develop traits such as empathy and ethical reasoning whilst encouraging critical thinking about global challenges like climate change. The topics chosen hope to inspire awe and wonder whilst preparing them to become informed, compassionate, and active global citizens.</p> <p>Topics such as Fantastic Places (Year 7), No Planet B (Year 8), and Changing Economic World (Year 9) challenge students to think critically about issues such as resource exploitation, deforestation, and inequality, encouraging them to consider the moral implications of human actions. Throughout the KS3 topics pupils are given a voice and are encouraged to debate on controversial issues like 'Should fast fashion be banned?' allowing students to engage with moral and cultural perspectives.</p> <p>At IGCSE and IB we strengthen these SMSC characteristics in line with the IB Learner Profile. For example, the nature of the subject encourages principled decision-making and balanced perspectives on issues such as gender equality, human trafficking, and gentrification.</p>

	<p>Where possible we also aim to engage students in local or international field trips helping them connect abstract classroom concepts to real-world experiences. Examples include comparing river cross sections at Únětický Potok, the impacts of tourism in Prague, and the effectiveness of coastal management techniques in Barcelona. IB students also get to explore the extent to which the Urban Heat Island (UHI) effect is present throughout Prague. To go along with trips, we also ensure we use a range of global and local case studies ensuring students can explore the social and cultural contexts of different regions.</p>
<p>History</p>	<p>The history curriculum (KS3-KS5) encourages personal development across spiritual, moral, social, and cultural dimensions by engaging pupils with significant historical events.</p> <p>Spiritually, in Year 7 the study of Islam before 1000 AD offers insights into a major world religion, promoting religious tolerance. The Renaissance, linked to the Reformation, invites reflection on the relationship between spirituality and intellectual life. In Year 9, The Holocaust challenges pupils to explore human suffering and faith during times of tragedy.</p> <p>Morally, pupils confront ethical dilemmas through events like the Black Death, which raises questions about survival and societal response. In Year 8, The Atlantic Slave Trade forces reflection on racism and human rights, while the French Revolution prompts debate about the legitimacy of power and the morality of revolution. During Year 9 and IGCSE the Holocaust and Nazi Germany push students to consider the moral failures of societies and their responsibility to prevent injustice.</p> <p>Socially, the curriculum explores how societies are shaped by structures and relationships. Through the study of medieval life in Year 7, pupils understand social hierarchies, gender roles, and religion. In Year 8, The British and Spanish Empires invite discussions on colonialism's social impact, while at IB level, the Rwanda Genocide offers opportunities to reflect on social tensions, class disparities, and the role of community in fostering peace.</p> <p>Culturally, Year 7 topics like the Age of Encounters and the Renaissance foster appreciation for cultural exchange and intellectual movements. In Year 8, The Napoleonic Wars help pupils understand how political events shape cultural identities, while the World Wars prompt reflection on cultural shifts during times of crisis.</p> <p>This curriculum helps pupils develop empathy, critical thinking, and a deeper understanding of human history.</p>
<p>Business and Economics</p>	<p>In Economics and Business Studies at KS4/KS5, Students are encouraged to be reflective as to the construction of knowledge and thus their own</p>

	<p>beliefs surrounding potentially moral issues surrounding the role of public and private sector institutions in society.</p> <p>They are consistently engaged in learning activities related to differences across cultures and societal norms.</p> <p>Students develop an understanding of their own morals and of those around them by examining various business and economic theory and decision-making tools, and they consider how such theory and tools contribute to their moral decision making and sense of right and wrong.</p> <p>Social development is supported as students are engaged in a variety of small and larger group activities and projects. Many students are involved in extracurricular activities where they interact with the larger school community and outside institutions including the British Chamber of Commerce in Prague, guest speakers related to business and economics, and internships and work experience.</p> <p>Moral and social considerations are integral to both the Business Studies and Economic curriculums. Students consider not only the theoretical aspect of each subject but also the implications for different stakeholders. They must also often offer value judgements in their answers. Following UK IGCSE specifications the subjects are taught from a liberal perspective yet the importance of and respect for individuality is often debated. For example, in Business when products must be adapted for spiritual beliefs and tastes, such as the Big Mac in India. In Economics, moral and social discussion stems from: how best to allocate scarce resources; how to ensure sustainability for future generations; how to allocate resources and questions on the wider social consequences of private production/consumption of both merit and demerit products.</p>
<p>Global Perspectives</p>	<p>The IGCSE Global Perspectives course plays a key role in fostering students' development by promoting critical thinking and respect for diverse perspectives. Through topics such as Conflict and Peace, Human Rights, Poverty and Inequality, Tradition, Culture and Identity, Belief Systems, Trade and Aid, Sustainable Living, Law and Criminality, and Migration, students explore ethical questions, reflect on world views, and develop a sense of justice and fairness.</p> <p>The course encourages self-reflection and curiosity about life's broader meanings while addressing moral dilemmas like individual rights versus community responsibilities. It builds social skills through collaboration and empathy, helping students understand how societal factors shape experiences. Cultural awareness is enriched through an appreciation of global diversity, the impact of globalization, and the value of cultural traditions.</p> <p>Practical activities such as researching and writing a report about a global issue, debating global issues, and a team project looking at a local issue to raise awareness equips students to become responsible, culturally aware global citizens, prepared to contribute to sustainable and equitable futures.</p>

<p>Computing/ Computer Science</p>	<p>During Key Stage 3, students are introduced to E-safety and the responsible use of technology, learning the importance of respectful and ethical online behavior. These lessons provide a foundation for their spiritual growth by helping them recognize how technology can foster positive connections and create opportunities for meaningful engagement. As they progress, students explore how technology shapes the way we live and work, encouraging them to appreciate diverse perspectives and values. This fosters their moral development by prompting them to think critically about the ethical impact of their actions in a digital environment.</p> <p>In Key Stage 4, students build on the foundational knowledge from Key Stage 3, with a greater emphasis on ethical considerations such as data privacy, confidentiality, and the responsible use of information. Through case studies and real-world examples, they deepen their understanding of how technology affects individuals and communities, balancing innovation with ethical responsibility.</p> <p>Key Stage 5 allows students to explore the complex role of technology in society at an advanced level. Topics such as artificial intelligence, algorithmic bias, and the ethical challenges of automation encourage them to reflect deeply on the societal and philosophical implications of technological progress. Students also engage with data ethics, including issues like surveillance, privacy, and the digital divide. These discussions help them refine their moral reasoning and consider the long-term impact of their choices in the digital realm. Group projects and collaborative tasks further develop their social skills, emphasizing teamwork and shared responsibility in addressing global challenges.</p>
<p>Art</p>	<p>The Art curriculum plays a vital role in fostering cultural awareness and appreciation by encouraging students to explore diverse artistic traditions, practices, and perspectives. Through creative projects, critical studies, and engagement with local and international artists, both practically and academically, students develop a deeper understanding of how culture shapes artistic expression. By investigating themes of identity, heritage, and the cultural significance of art across time and place, the curriculum inspires curiosity, critical thinking, and respect for diverse worldviews, enabling students to form meaningful connections between their own identities and global contexts.</p> <p>Year 7: Students explore identity and self-representation through the <i>Smashed Selfies</i> unit, drawing inspiration from Ana Mendieta’s work. Mendieta’s alternative representations of the self encourage students to consider cultural and personal identity beyond traditional portraiture.</p> <p>Year 8: The <i>Alebrijes</i> unit celebrates Mexican folk art, where students recognize and appreciate the vibrant traditions, symbolism, and</p>

	<p>craftsmanship of this cultural practice while creating their own imaginative works.</p> <p>Year 9: Students study Zaha Hadid’s groundbreaking architectural work, examining how her designs reflect cultural innovation and fluidity. They develop their own models inspired by Hadid, fostering a deeper understanding of cultural expression through architecture.</p> <p>Years 12 and 13: The international art trips provide students with immersive experiences that expand their global perspectives on art and culture. Additionally, students engage with both local and international artists:</p> <ul style="list-style-type: none"> • <i>Local:</i> Workshops with practicing artists connect students to the cultural and artistic context of their surroundings. • <i>Global:</i> For their Comparative Study, students research and analyze global artists, drawing inspiration for their Process Portfolios and Independent Artwork (IA). This enables students to develop their own practice while recognizing diverse cultural influences and artistic approaches.
<p>Music</p>	<p>The Music curriculum plays a vital role in fostering cultural awareness and appreciation by encouraging students to explore diverse musical traditions, practices, and perspectives. Through practical performance, composition, and critical listening, students engage with local and international musical influences both creatively and analytically. This approach allows students to develop a deeper understanding of how culture shapes musical expression. By investigating themes of identity, heritage, and the cultural significance of music across time and place, the curriculum inspires curiosity, critical thinking, and respect for diverse worldviews. It enables students to form meaningful connections between their own identities and global musical contexts.</p> <p>Year 7: Students focus on developing their knowledge of musical instruments, music notation, and essential music technology skills. They explore the sounds, roles, and histories of orchestral, popular, and world music instruments. Through hands-on activities, students compose short pieces using music software, building their confidence in music production and composition. This foundation prepares them for more advanced musical exploration in later years.</p> <p>Year 8: The <i>Jazz and Blues</i> unit introduces students to the historical and cultural roots of African American music. Students study key figures like Duke Ellington and Nina Simone, compose their own 12-bar blues pieces, and explore improvisation, promoting an understanding of how music can reflect and challenge social conditions.</p>

	<p>Year 9: Students analyze and perform works by groundbreaking artists and composers from various genres, with a focus on <i>Rock and Popular Music</i>. By engaging with the works of influential bands like The Beatles, Queen, and Nirvana, students investigate how music reflects cultural shifts, youth identity, and social change. They also compose their own original pieces, inspired by modern music production techniques.</p> <p>Years 12 and 13: International music trips provide students with immersive experiences, allowing them to engage with global musical traditions. Additionally, students connect with local and international musicians:</p> <ul style="list-style-type: none"> • Local: Workshops with practicing musicians and guest performers immerse students in live music-making experiences, providing insights into the local music scene and industry practices. • Global: For their <i>Music Investigation</i> and <i>Creative Projects</i>, students research and analyse music from diverse cultures. This informs their composition, performance, and critical analysis work, enabling them to reflect on the global influence of music while refining their personal artistic voice.
<p>PE</p>	<p>The Physical Education curriculum at Park Lane is diverse and this allows students to be creative in many areas. Physical Education lessons actively foster social development by encouraging students to work collaboratively as part of a team. Activities like Aussie Rules, Futsal, and Squash require effective communication, cooperation, and mutual support among participants. Through team-based sports, students can develop leadership and accountability skills, particularly when taking on specific roles within the Sports Education model, such as a team captain, coach, or official. Furthermore, PE lessons are designed to be inclusive by adapting activities to accommodate varying abilities, ensuring that all students feel valued and can fully participate, building confidence and mutual respect.</p> <p>PE provides an ideal platform for teaching fair play and ethical behavior. Students are encouraged to respect the rules of the game, their opponents, and officials, emphasizing sportsmanship and the consequences of unsporting actions like cheating or disrespect. To deepen this understanding, activities such as role-playing disputes on the field help students practice decision-making in morally complex situations. Beyond gameplay, IGCSE PE theory lessons can address broader ethical concerns by discussing issues such as the use of performance-enhancing substances, fostering students' ability to navigate these moral dilemmas and make informed, responsible choices.</p> <p>Reflection and self-improvement are key aspects of spiritual development integrated into PE. Students are encouraged to set personal goals and reflect on their growth in skills and fitness, which builds a sense of</p>

	<p>achievement and enhances their personal well-being. Activities such as maintaining fitness journals allow students to track progress and celebrate milestones.</p> <p>Cultural awareness is promoted through exposure to a wide range of sports from around the world. Students engage with physical activities such as Gaelic football, Aussie Rules, or Flag American Football, learning how sports serve as a unifying force and a way to celebrate cultural identity. By discussing how cultural values and beliefs influence approaches to sports, including topics like women's participation globally, students develop a deeper understanding and respect for diversity. This fosters empathy and broadens their perspective of the world.</p> <p>Our units of work are structured to encourage collaboration, fairness, and respect, often combining team and individual sports with a cultural focus. Cross-curricular connections are also used to enhance learning; for example, linking global sports to geography, ethical issues to PSHE, or fitness concepts to science. Assessment methods go beyond physical skills, evaluating teamwork, effort, and sportsmanship to create a well-rounded view of student progress. Additionally, extracurricular opportunities, such as cultural sports days and inclusive inter-school events, celebrate diversity and provide further chances for social and cultural development.</p>
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Extra-curricular

The secondary school's extra-curricular provision features the following:

Model United Nations, Debate Club, Duke of Edinburgh's International Award, World Scholars' Cup, Business and Economics Forum, Service learning/CAS, Film Festival, the Sound of Park Lane, Prize-giving ceremony, Music clubs, Eco-Warriors and Student Council.

These clubs and opportunities promote many aspects of SMSC development, not least: democracy and artistic/sporting prowess, provide opportunities for debate, expressing views in a rights-respecting context, to volunteer and to better understand different cultures and religions.

As Park Lane is an accredited member of the Council of British International Schools (COBIS) and a long-term partner of the British Chamber of Commerce, our students have many opportunities to learn about and appreciate British culture and values. The next edition of the PLISMUN (Park Lane International School Model United Nations) annual conference (30th January to 2nd February 2025) has been formally endorsed by COBIS and will be the official COBIS MUN conference for 2025. In addition to more traditional UN forums such as the General Assembly, Security Council, International Court of Justice and the Economic and Social Council, our student organisers have included the 'British Parliament' where participants will tackle NHS reform and issues relating to Northern Ireland.

Pastoral

5Rs and Learner Profile

Park Lane International School learners are expected to demonstrate five attributes, considered to be essential to young people developing into internationally-minded, tolerant citizens who are aware of their shared responsibility for the wider community.

Respectful

Respectful learners show tolerance, empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

Responsible

Responsible pupils act with integrity and honesty and have a strong sense of fairness, respecting the dignity of individuals, groups and communities; taking responsibility for their own actions.

Resourceful

Resourceful learners recognise that developing critical and creative thinking skills to solve problems is essential.

Risk-taker

Risk-takers are independent enough to explore new ideas, brave enough to address the unfamiliar, assertive enough to defend their beliefs.

Resilient

Resilient pupils develop curiosity and independence in learning. They voice concerns, challenge assumptions and recognise we learn best from the mistakes we make and questions we ask. They are prepared to persevere when faced with difficulties.

The 5Rs apply to students in key stages 3 and 4 and feed into the [IB learner profile](#), with sessions taking place with students each year to emphasise the importance of these attributes.

The 5Rs and Learner Profile help students to develop their spiritual, moral, social and cultural development through encouraging them to focus on how their day-to-day approach to school and life affects not only themselves, but those around them. The 5Rs and Learner Profile promote British values of the 'rule of law, as well as mutual respect for and tolerance of those with different faiths and beliefs and for those without faith', as well as discouraging extremist views.

Code of Conduct and Home-School Agreement

Our Code of Conduct outlines our expectations for all students and staff at Park Lane.

Members of the Park Lane community are expected to:
Show respect for the rights of others.
Take care of the school environment.
Move safely around the school campus.
Arrive at school regularly and be punctual.
Be responsible for their personal property.
Take pride in their personal appearance.
Be Park Lane Ambassadors.

Code of Conduct

I agree to:
Be resourceful.
Be resilient.
Be respectful.
Be a risk-taker.
Be responsible.
Stick to the Code of Conduct.

Home-School Agreement.

More details can be found in the Park Lane International School Relationships & Behaviour Policies. The Code of Conduct and Home-School Agreement work in conjunction with the 5Rs and Learner Profile to support the development and understanding of SMSC learning at Park Lane. These expectations are referred to each day by members of staff, to remind students of their responsibility to behave in a way that supports British values and promotes tolerance, respect and positive behaviour.

Assemblies

The following assembly topics feature regularly in our calendar at Park Lane: International Women's Day, World Mental Health Day, Remembrance, extremism, CAS/service learning (e.g., refugee crisis/homelessness in Prague), World Health Day, consent, e-safety, Paralympics, anti-bullying/cyber-bullying, DofE, musical performance, learning support needs, World Book Day, World Poetry Day, careers/universities, Model United Nations, digital citizenship, modern foreign languages.

The subject matter is designed to cover a broad range of SMSC aspects, as well as addressing British values and elements of the Prevent strategy. In addition, these topics support components of our curriculum and extra-curricular provision which in turn, embed the promotion of SMSC values.

Tutor time

Our tutor sessions focus on preparation for the KS3 Student-Led Conference which takes place early in the summer term. This involves students reflecting on their work from across the curriculum and from throughout the year to see what progress they have made. This exercise engages particularly with the spiritual element of SMSC education.

SMSC and Global Citizenship

Park Lane International School actively seeks to promote fundamental British values through comprehensive SMSC development, which, alongside our adherence to the IB Learner Profile attributes, ensures that students receive a holistic education that prepares them for global citizenship.

References

GOV.UK:

[Promoting fundamental British values through SMSC - GOV.UK](#)

[Departmental advice on promoting basic important British values as part of pupils' spiritual, moral, social and cultural \(SMSC\) development.](#)

[BSO Framework criteria for educational quality \(DfE\)](#)

SAGE journal:

[The role of British Schools Overseas in promoting and upholding ...](#)

Appendix: British/Czech alignment

The Czech authorities have the following expectations of all schools operating within the Czech Republic, including international schools:

School leaders and personnel should:

- create a safe, mutually respectful, tolerant and collaborative environment in which to learn;
- develop a clear, positive ethos, offering clear examples of the ways in which different cultures, ethnicities and religions should be respected through the curriculum content, extra curricular content and the way students' learn;
- cultivate links with the parent community, in terms of promoting the values detailed above;
- deal directly with intolerant, racist or xenophobic behaviour;
- offer opportunities for students to explore culture, for example theatre and art gallery trips and music events.