

Category	Intent	Implementation	Impact
<b>Spiritual</b>  <b>Rye Hills Soul Values- Empathy, courage, reflective, perseverance and imagination.</b>	Ability to be reflective about own beliefs (religious or otherwise) and perspective on life	Our students participate in tutor time activities such as young people in the media, LGBT+ & Homophobia, Body image, Relationship safety, Bullying or banter, cyber bullying, stress and mental illness, British Values Scheme of learning, First Aid and Mental Health to name but a few. Reflection occurs during the transition period -KS2-3 Student voice is collected and acted upon. Student behaviour surveys given out to all year groups and responded to. Staged learning occurs which is age appropriate e.g., an external agency delivering assemblies to all years regarding consent. Assemblies enable reflection such as- Gideons, Holocaust, safeguarding and anti-bullying amongst many more.	Reflective learners and individuals at both KS3 and 4
	Knowledge of, and respect for, different people's faiths, feelings and values	RSE and health and wellbeing staged curriculum (subject based and non- e.g. relationship stereotypes Y7, body image Y8/9, sexualisation in the media Y10, consent Y11) British Values tutor activities and drop-down content e.g. responses to racism and living in a multicultural and racial society. Brook Services deliver assemblies/ workshops promoting positive, healthy and safe relationships and reinforcing the message of positive, healthy and safe relationships. EVA deliver staged learning about having respect for people's feelings and values. Rye Hills Bullying Ambassadors are championing The Diana award anti bullying programme for all years which encourages young people to contribute to their communities, empowers them to achieve their full potential and engages them in social action to make a difference in the lives of others.	Empathetic learners and individuals at both KS3 and 4  Discerning and mindful human beings
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	Aside from the varied curriculum which highlights numerous opportunities for students to achieve this area there are many clubs in the academy and adverts for clubs outside the academy on offer which students are encouraged to and do join. Academy trips to local and global destinations are often quickly oversubscribed giving increasing opportunities to all. Students are reflective learners in and out of lessons. When visitors come to the academy students ask meaningful questions showing intrigue whoever the visitor may be such as art explorer to local employers. Students show a good level of emotional literacy around the academy. The Academy displays student achievements which could be anything from an excellent piece of written work or an outstanding sporting achievement, it could be an award such as DofE which has been gained by students or an act of kindness in the community. This wall shows we have pride in any type of achievement and any student has the ability to achieve.	Self-knowledge for self-efficacy, self- esteem and self confidence
	Use of imagination and creativity in their learning	The breath-taking work displayed around the academy demonstrates the outstanding imagination and creativity our students have. The array of ways students conduct themselves during learning around the academy showing endless ingenuity to the extended learning in dramatic and music performances and student led assemblies, this area of spirituality is clearly apparent. Our academy social media shows highlights of this learning. The Archbishop of York Young leaders award completed by Rye Hills Academy students saw them raise money for Macmillan through baking their own cakes, having a bake off and inviting parents and carers in to show their skills for a part of the award, an example of various such enterprises.	Questioning and challenging minds that want to learn
	Willingness to reflect on their experiences	Students all reflect daily in tutor time during an array of activities such as PSHE and current affairs making links to their lives. Students reflect on their experiences lesson to lesson through reflection and correction, however throughout the day there are opportunities from assemblies to lunchtime and afterschool clubs. Students reflect on their experiences to one another when they deliver assemblies and through projects such as Artsmark.	Emotionally literate individuals with exploration skills – looking for their own answers.

		<p>Students can be seen reflecting on their experiences in a multitude of areas on the academy social media page.</p> <p>During rewards events for students, self-reflection on experiences is an integral part of the ceremonies.</p> <p>Students share opinions and views on the many events organised by the academy via student voice, the student council or through speaking to staff in the academy.</p>	
--	--	---	--

Category	Intent	Implementation	Impact
<b>Moral</b>  <b>Rye Hills Heart Values- Responsibility, Respect, dignity, kindness, reasoned.</b>	<p>Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise the legal boundaries and, in doing so respect the civil and criminal law of England</p>	<p>Aside from learning in classrooms which is explicitly about morality such as the Beliefs and Values unit morality and ethical studies within philosophy and ethics at GCSE level, all subjects and staff promote morality empowering this behaviour to the students from how they correctly conduct themselves in the classroom to around the academy and when on trips further afield. Tutor time activities enable students to question moral situations weekly through current affairs discussion amongst other activities.</p> <p>World ready at the academy expose moral situations for the students to grapple with such as what is emotional wellbeing.</p> <p>Regular rewards assemblies acknowledge positive behaviour and are integral to the inclusive behaviour policy in the academy.</p> <p>Assemblies led by external providers such as RNLI reinforce the culture and impact of being a good moral citizen.</p>	<p>Discerning and mindful human beings willing to participate as positive citizens</p> <p>Solution focussed individuals</p>
	<p>Understanding of the consequences of their behaviour and actions</p>	<p>Student voice demonstrates an understanding in behaviour and consequence/reward.</p> <p>Pastoral support and well being aid an understanding in this area.</p> <p>Behaviour policy and procedures to support students.</p> <p>Rewards procedure reinforcing positive behaviour.</p> <p>Positive young well-behaved learners, who accept responsibility for their actions are rewarded appropriately.</p>	<p>Emotionally literate individuals</p>
	<p>Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate viewpoints of others on these issues</p>	<p>The students participate in the Make your mark youth vote having their voice heard on local and national issues of importance to them such as LGBTQ+ and mental health.</p> <p>Our academy has a thriving student council who represent and act on the student voice of the academy. The students are realistic with requests that are put to them and show thoughtfulness towards views which cause debate such as what positive changes can be made to the academy.</p> <p>Rye Hills students participate in the Youth Parliament election process through voting and their knowledge of the national election process progresses through this.</p> <p>There is a debating society whereby students consider topical issues and consider and appreciate others views whilst developing their own.</p>	<p>Questioning and challenging minds that want to learn</p>

Category	Intent	Implementation	Impact
<p><b>Social</b></p> <p><b>Rye Hills Mind Values- Loyalty, accepting, helpful, cooperation, engagement.</b></p>	<p>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</p>	<p>Our vertical tutor groups and activities completed require students to socialise and work with other pupils from a range of backgrounds.</p> <p>The lighthouse provides a safe space for any student to go and socialise with a variety of other students.</p> <p>Extracurricular activities within the academy see a plethora of students collaborating in areas of interest.</p> <p>The academy always has vibrant dramatic production casts and musical performances participants.</p> <p>There are a large range of sports teams in and out of the academy.</p> <p>We have a large amount of Sports leaders</p> <p>Students participate in events in and out of the academy such as organising and running events in the local area.</p> <p>High levels of National Citizenship Scheme (NCS) participation.</p> <p>Peer/group discussion and presentations in lessons, practical work with others and peer teaching.</p> <p>Feeder Primary school work</p>	<p>Resilient, caring people- caring for self and others</p>
	<p>Willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively</p>	<p>The Archbishop of York Young leaders award requires students to work with the community in order to achieve the award for instance running the Shoe box appeal.</p> <p>The PE department work entails work with other Secondary and Primary schools within the community and our students running events.</p> <p>Our Annual Remembrance Day event draws the community together with our students taking a lead in the event.</p> <p>We collaborate with local businesses to provide careers fayres which students are heavily involved with.</p> <p>The #Bullyoff initiative is an example of the way our students are proactive in an approach to conflict resolution.</p> <p>The pastoral system and tutors promote conflict resolution through support, care and empowerment.</p> <p>Two of Rye Hills own students had the brainchild 'Tunnel vision' which gained support for parliament.</p> <p>Many of our students succeed to differing levels in the Duke of Edinburgh award.</p> <p>There is always an open invitation and consequently good Rye Hills presence at the Tuned In events such as LGBTQ+ group meetings and activities.</p> <p>Our students take part in many 'World of Work' days across the years.</p> <p>There are always countless student volunteers at all open evenings, parent evenings, award evenings and option evening.</p> <p>The 'Girl kind' initiative involves our students participating in empowering activities inside and outside of the academy.</p> <p>There is always high interest and participation in trips.</p>	<p>Solution focussed individuals</p>

	<p>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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>We have a large uptake at many Extra-curricular activities.</p> <p>There is British values staged learning for all and a selection of work produced is on display for all to see. There are British Values posters visible in all classrooms for a consistent message around the academy. British values tutor time activities which require all students to participate. Students actively learn about democracy by exercising their student voice through questionnaires, the student council and voting in other tutor group led activities. The national Make Your Mark youth vote has annual participation by RHA. Law is taught through tutor activities also through curriculum subjects (Beliefs and Values). Individual liberty is expanded by students through the range and breadth of extracurricular activities available to them. Assemblies are delivered about aspiration and being who you choose to be. Prevent assemblies show British society is underpinned by British Values and why these are important. There is a respectful environment around the academy. Warm inclusive welcome of refugees into the school community. There are a range of charities we engage with including cancer research, Maxi's mates and EVA.</p>	<p>Discerning and mindful human beings willing to participate as positive citizens</p>
--	---	---	--

Category	Intent	Implementation	Impact
<b>Cultural</b>  <b>Rye Hills Body values- Enthusiasm, inclusive, diversity, community, and service.</b>	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	British Values tutor work includes students completing a timeline of Britain and this work considers ours and others heritage. Students also consider our heritage and culture through British Values quizzes and activities, and Remembrance. Rye Hills academy Remembrance service reflects on our heritage and through the invitation of representatives of the uniformed service considers others too. History trips and Geography trips look at what has shaped our and others heritage. European day of languages activities consider cultural influences for others. Link with the Gideons and other local community groups give students insight to where culture and belief meet.	Caring and empathetic individuals
	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	Geography in the news aids an understanding of different cultures. Exploration of different cultures within Beliefs and Values/Geography/Languages curriculum and external visits/ trips to see other cultures first hand- French trip/ history trips etc. There is a harmony between students in lessons and around the academy where students from a range of cultures work with one another, participate in activities together and represent the academy in unison.	Resilient young minds
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	Current affairs are a feature of tutor time, where commonalities are discussed through relevant topics. Aspirations assemblies expose our human nature and our similarities. The Student council are the student voice for what is valued across the academy and these values are taken into consideration and where possible positive changes are made. Students are involved in democratic systems such as student voting. There is celebration of others success in celebration assemblies. Home- academy relationship for high parental involvement- value of each student regardless of background.	Emotionally literate individuals
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	Parliament week discussions and activities are a feature of tutor time. Students participate in the Youth Parliament election process through voting and their knowledge of the national election process progresses through this. British values drop down and tutor activities/ quizzes help progress students' knowledge in the parliamentary system. Students take part in the Make Your Mark youth vote and gain further understanding of the democratic system through this process. Current affairs are a feature of tutor time.	Questioning and challenging minds that want to learn
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	The Artsmark programme has been a huge success at the academy and can be enjoyed through our social media. Students enthusiastically sign up to participate in the NCS award and the Duke of Edinburgh award and achieve well in both areas.	Active citizens

		<p>Music/ theatre trips the academy offers the students are always very popular and add to the curriculum well.</p> <p>Music performances by our students are always a key highlight at any event including on certain lunchtimes where students will play to other students purely for enjoyment.</p> <p>The academy has many Sports leaders across the year groups who take on board endless opportunities and represent themselves and the academy impeccably.</p>	
	<p>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, global and national communities.</p>	<p>Students readily participate in charity work such as the food bank appeal showing great respect for those with differing socioeconomic backgrounds to theirs.</p> <p>Aside from curriculum lessons, which focus on diversity, trips are on offer to students whereby cultural diversity can be explored.</p> <p>Diversity is celebrated through the local groups we advertise such as LGBTQ+ and nationally when students participate in the Make Your Mark vote, issues which are regarding diversity are always highly considered.</p>	<p>Exploration skills- looking for their own answers.</p>