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| CurriculumTorquay Girls’ Grammar School |
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|  | Date: January 2020 |

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**HOW CAN WE BEST PREPARE OUR GIRLS FOR THE FUTURE?**

Our centenary year led us to reflect on the preceding 100 years of education at Torquay Girls’ Grammar School (TGGS) and to ponder how we could best prepare our girls for the 21st century. The future for them is one full of hope and opportunity, but it is also one of challenge.

The archive is awash with pictures from the first half of the last century. The sepia images portray girls in traditional poses; formal class portraits; hockey team snapshots and prefect line-ups. The overriding impression is one of restraint, compliance and uniformity. Those girls belonged to a very different world, a world utterly incomprehensible to our current cohort. The serious and contained students staring out of these pictures compare markedly with their modern-day equivalents. Nowadays the freedom for girls to choose and shape their own careers is just one striking difference between the cohorts. Few of their early predecessors were encouraged much beyond secretarial or caring horizons, even fewer went to university. The change in the attitude to women in the workplace, still a work in progress, has been substantial and welcome.

Our teenage students are under far greater pressure than past generations. They are the first generation to have lived their lives fully in a digital age. They inhabit a world full of rampant consumerism and cyber-celebrity culture. There is no relief from the relentless digital stream of peer judgement and they really fear to miss out. It is a world where they must continually strive for physical perfection and stunning success on all fronts. Consequently, there is an increasing need for us to care for the students unable to meet these insistent demands. Over the past few years, the UK has witnessed a marked rise in cases of depression and anxiety alongside issues around negative body image and low self-esteem in teenage girls.

They no longer find shelter from the storm of teenage life in the traditional anchors of place or faith. Globalisation and the rise of the BRICS nations has shifted the old world order and they are just as likely to compete with students in Delhi as they are with students in Devon. Many lack the direction and stability that faith can provide.

Finally, global warming means that the climate is changing; it is they who will face one of humankind’s greatest challenges.

Our task is to prepare our students to meet these challenges, however we want them to do much more than merely survive the 21st Century, we want them to thrive in it. Our intent is to achieve this through the relentless development of our three core aims:

1. **Caring attitudes**

To make a positive difference to other individuals and to local, national or international communities.

1. **Personal Development**

To develop into happy, healthy confident individuals who care for the environment.

1. **Academic Fulfilment**

To have a love of learning and make, at least, the expected academic progress.

We nurture a strong work ethic in our students because the world owes them nothing and working hard is the best way to improve their life chances. Unlike many boys, our girls can get hung up on the things they cannot do rather than the things that they can, so we promote a growth mind-set, resilience and actively encourage them to put themselves forward to lead.

In essence, if we can develop our students personally (2) and fulfil them academically (3), then they will be equipped to make a positive contribution to the world (1).

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| **Teamwork PNG Transparent Images | PNG All** **PERSONAL DEVELOPMENT** |

Since we want our students to develop into happy, healthy confident individuals who care for the environment our focus is on developing our 10 Habits.



We have created a Blue Zone school based on the work of Dan Buettner and National Geographic, who studied the five places in the world where people live the longest and have low levels of chronic disease. These sites are found in Japan, Italy, Greece, Costa Rica and California, and are known as *Blue Zones*. The researchers were surprised to discover that although these long-lived communities were many miles apart they had many habits in common! Using this information, we have chosen 10 habits that will help our students to live a big, long, happy and healthy life. We teach these habits formally as well as providing multiple opportunities across the seven years for our girls to develop them, our ‘Habits habitat.’ You can find out more about our 10 Habits in the following booklets:

 

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| Habit |  Associated Curricular Themes |
| Healthy Planet |
| 1. Creating a Healthy Planet

*Act in a way that protects our planet* | The 10 TGGS Environmental Principles |
| Healthy Mind-Set |
| 1. Living

*Have a reason for living, a sense of purpose.* | Careers programmeSTEM learningLeadership opportunitiesHigh attendance and positive attitudes |
| 1. Chilling

*Take opportunities to relax and de-stress.* | The Mental Health programme including Mindfulness. |
| Healthy Relationships |
| 1. Loving

*Develop good relationships, particularly with family.* | Good behaviour and anti-bullying culture |
| 1. Belonging

*Belong to a community.* | House culture curriculumBritish values and Anti-radicalisation |
| 1. Choosing

*Choose to spend time with other healthy people.* |  Health Curriculum |
| Healthy Body |
| 1. Feeding

*Eat moderate portions of fresh, local, unprocessed food.*1. Planting

*Eat plant based foods and grow some of your own vegetables.*1. Moving

*Make exercise part of your normal day, like walking to school or gardening.*1. Snoozing

*Get sufficient sleep.* |  Health Curriculum |



We encourage our students to emulate Mrs Pemble who, at 100 years old, is our oldest ‘Old Girl’. Mentally alert and active, she is pictured meeting our students. There is an impressive 89 years difference in age between Mrs Pemble and our youngest Year 7. Throughout her life she practised most of our 10 Habits.

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| **File:Education, Studying, University, Alumni - icon.png ...****ACADEMIC FULFILMENT** |

We aim to nurture a love of learning in our students. We also want them to become academically fulfilled and we aim to do this in through the following **four** curricular themes:

1. **ACADEMIC SUBJECT TEACHING**

All departments have developed their curriculum intent for all key stages. These documents set out the rationale for teaching various topics at certain times with a heavy emphasis on effective sequencing to embed knowledge in the students’ long-term memories, a key focus for the school’s Teaching/ Learning group in 2019-2020. Whilst the nature of the school and the student expectations means that the end-points of the intent is at times focused on examination success, this is only part of our curriculum rationale. All departments develop the students’ interest in their subjects by a wealth of activities related to our specific environment of a selective, all-girls school in Devon. For example, all departments offer trips that are subject-related usually aimed at high-achieving students and (we have over eighty trips a year) and use our three Challenge Days to broaden the learning, often with a focus on the relevance of the curriculum through career-related activities.

The department curricular intent documents have been determined by the different visions of each department, but they all contain information on:

* An over-all intention comment; why that subject is important beyond just for academic success. For each key stage, the intent may be different.
* What KNOWLEDGE/ SKILLS is taught in each year of the Departments’ curriculum.
* How each topic fits into our three whole-school aims.
* For each topic taught, what the intent is for the students to have leant.
* Where the knowledge or skills may have been taught in other subjects.
* Where the Departments address whole-school issues, such as Metacognition, The 10 Habits, British values and Prevent, Aspects of Literacy and the Gatsby Benchmarks.

The Departments have also indicated in their curriculum documents how they have shaped their curriculum to reflect the specific context of a selective all-girls school in Devon – this includes extra-curricular opportunities offered as well as instances where they have gone beyond the demands of the specifications at Key Stage 4 (KS4) and 5 (KS5).

1. **WRITTEN AND VERBAL LITERACY**

The quality of literacy of the students when they come to TGGS is high – most of the students have done a literacy test as part of the 11+ examinations – but we work hard to develop this further. This is because we believe that only through high verbal and written literacy can our students fulfil their academic ambitions, and have a positive impact on the world around them, our ultimate intention.

We dedicate curriculum time at Key Stage 3 (KS3) to reading through core units in English in each year – these intend to promote a love and awareness of the benefits of reading to all students. We also allow all students to have reading time as part of their Technology carousel; this takes place in the aptly named Reading Room where students can take out books that interest them. This is an area we are looking to further develop in 2020 through a focus on different aspects of written literacy every two weeks. These will be delivered through the tutors in the morning and will apply to KS3 and 4.

Our recent focus has been on verbal literacy; many of our students lack confidence in speaking in public and we have worked hard to address this through:

* Assemblies on how to speak in public, including students acting as role models.
* Entering and winning many student speaking competitions (eg. the SWAT Challenge in 2018) – we have set-up a system where older students train younger teams, and run in-school competitions.
* We run debating competitions.

The new leadership roles throughout the key stages teaches students to talk in public. For example, KS3 Leaders lead many of the KS3 assemblies.

1. **CHALLENGE**

Our local context is clear in that we have high-achieving and able students who need to be challenged because:

1. They enjoy the nature of well-structured challenging activities.
2. They need to experience failure, and how to react to it – we have worked on developing a growth mindset and challenging the ‘I can’t do it’ impulse. We believe that our students can ‘do it’ with guided feedback, part of our core curriculum focus.

It is in the ‘Learning dip’ that real learning takes place - when students are tested beyond what they are very comfortable with. Multiple ways, but some include:

1. Through activities on Challenge days, such as STEM Forensic Investigations (October 2019) or Career Assessment days (January 2020).
2. Whole school staff training on challenge activities in September 2018 – PM Lesson observations to observe challenge in lessons – effective practitioners led whole-staff INSET. Effective challenge activities circulated to all staff.
3. Through an array of competitions are students are involved in, and through hearing expert speakers in their fields.
4. Through the special programmes that we offer, in particular for medicine-related careers and Oxbridge.
5. **METACOGNITION**

**Why do we teach metacognition?**

Literally, ‘thinking about thinking’, the aim of the three metacognition courses is to help the students develop those key Learning Skills which we see as fundamental in enabling them to become happy and effective learners, both within school and beyond. It focuses on a range of specific Learning Skills that have always been present to varying degrees within all lessons at TGGS, but may have been lost on many of our students as they focused on the specific demands of various subject areas.  As an institution whose core purpose is the learning process, we see the provision of a course where students are encouraged to reflect with an open mind on how they currently learn, and explore ways of developing further - as a ‘no brainer.’  As a ‘metacognitive organisation’ we do not view our current programme as the finished article but rather subject to ongoing review and improvement over time.

**Overview**

The Programme of Study is delivered for a calendar year to all Year 8 (learning brain) and Year 9 (thinking & emotional brain) students.  It is a more advanced enrichment option for two terms in Year 12 (thinking brain).  Our experience is that by Year 9 most young people have developed their preferred method of learning (which may or not be the best for them) and are less receptive to new approaches.  Where appropriate, students are introduced to the latest credible, relevant research and theory related to cognitive science (such as cognitive load theory). However, the emphasis is on jargon free, practical and active teaching which aims to deliver practically useful tools for the students to help all aspects of their learning both formal and informal.  The course is delivered for one period a week (over the school’s two week timetable cycle) by one senior member of staff, with periodic cascading of updated developments to all colleagues to facilitate as far as possible ‘joined up thinking.’

**Learning Brain**

During Year 8, following an introductory outline of the science of learning, via our bespoke ‘Ten Tips’ framework students are reminded of and/or introduced to the fundamental principles of effective learning.  These core ideas are: repetition, visualisation, colour, association, breaks, multi-sensory exploration, originality, primacy/recency plus the overarching importance of motivation demonstrated initially through a consideration of the importance of an awareness having an awareness of developing further one’s preferred learning styles. This leads to a module on creating a strong personal Growth Mindset to include the role that ‘SMART’ goals and target setting can play in this process. Students produce one piece of Key Assessed Work (KAW) comprising a detailed ‘Personal Learning Profile’ (PLP) in which they summarise and reflect upon what they have learned during the course about their strengths and development areas as a learner moving forward. Each student’s PLP is shared with their parents at the end of Year 8.  The PLP is also carried through to KS4 when subject Departments are asked to invite their students to periodically revisit their individual electronically stored PLP following tests or KAW to ‘re-boot’ and ‘re-set’ as appropriate the way they most effectively learn.  This whole school approach to metacognition is mirrored through the pastoral mentoring process and the students Year 11 PLP forms the starting point for their learning journey upon entering the Sixth From.

**Thinking Brain**

During the Autumn and Spring Terms all Year 9 students follow a ‘Thinking & Reasoning Skills (TRS)’ course derived from the OCR AS Critical Thinking syllabus which was available as a formal AS qualification until 2019.  In essence students are taught to develop further their ‘Thinking Brain’ i.e. become better at critical thinking & producing persuasive, logical argument.  We see this as beneficial for our students both when writing or speaking within an academic context, but also in their personal lives when faced with people who may seek to bully them, challenges such as ‘fake news’ and predatory threats on-line.  Two parts of the TRS course are formally assessed via a one hour end of Year examination and a Mini Extended Project KAW which (appropriately pitched) mirrors the formal KS5 ‘Extended Project Qualification’ (EPQ) taken by a large proportion our Year 12 students.  Within Year 12, students can opt to revisit and enhance these skills through attending a 20 week Critical Thinking course during which more complex ideas and skills (e.g. the use of analogy and avoidance of common flaws of reasoning) are taught.  Students complete one KAW, an Extended Argument which once again supports their formal EPQ.  In addition to the potential benefits outlined above, the course is designed to support students wishing to take subjects such as Law or Medicine at Russell Group Universities where part of the selection process involves Admissions Tests such as the LNAT or BMAT - both which include significant critical thinking elements.

**Emotional brain**

For approximately one third of their Year 9 metacognition experience, attention turns to the more emotional aspects of the brain delivered through the Mindfulness in School’s Project ‘.b’ (pronounced ‘dot-be’) course.  ‘Mindfulness’ involves training the students attention to experience the present moment with greater curiosity & kindness, giving them strategies to not only appreciate what is going well but to respond more skilfully to life's inevitable challenges.  The Programme of Study aims to help the students:

* Improve their concentration and focus, in classes, in exams & tests, on the sports field, when playing games, when paying attention and listening to others.
* Fulfil their potential and pursue their own goals (e.g. be more creative, more relaxed, both academically and personally).
* Experience greater well-being (e.g. feel happier, calmer, more fulfilled).
* Work with difficult mental states such as anxious thoughts & low moods; cope with the everyday stresses & strains of adolescent life such as exams, relationships, sleep problems, personal or family issues.

Students are introduced to a variety of ‘practices’ to help them achieve these aims - at the heart of which is an emphasis the use of breathing and meditation techniques.

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| **Teacher Silhouette Black · Free vector graphic on Pixabay****ORGANISING OUR CURRICULUM TO IMPLEMENT OUR AIMS** |

1. **CARING ATTITUDES**

Our formal and informal curriculum is aimed at ensuring that all our students are forced to think about others and encouraged to become caring individuals.

* Through assemblies, tutor time activities and KS5 tutorials the students are regularly reminded about the importance of social action at a local, national and international level and they are given opportunities to support many charities. Students are invited to nominate local charities as well as supporting Imprezza school in Africa on a yearly basis. Normal timetabled lessons are suspended or shortened at times through the year to facilitate Charity walks and a Charity week. At KS5 students are able to spend Wednesday afternoons volunteering for a myriad of social action.
* The school delivers its responsibility to provide a spiritual and caring dimension to its curriculum by all students in KS3 having Religious Education (RE) lessons and all KS4 students have one hour a fortnight of Ethics and Values lessons. In the Sixth form, this element is delivered during the dedicated Sixth Form Tutorial.
* British values are formally taught both as part of RE lessons as well as through tutorials. However, they are also taught in other subject areas and the school has mapped its delivery.
* As part of our desire to promote tolerance and caring attitudes, vital when living in the somewhat insular South West, we also integrate EU students into our Sixth Form.
1. **PERSONAL DEVELOPMENT**

We have diversified our curriculum, so that students are aware that we truly value their health as well as their academic fulfilment. As a result, the following happens during curriculum time:

* All students are introduced to 10 Habits in formalised sessions that are backed up through the tutor system.
* Twenty hours a year of Well-Beings in all years at KS3, that allows them to follow a developed programme, which includes PSHE, Mental Health and the 10 Habits, in smaller groups.
* Sex and relationship education through the Well-Being lessons at KS3.
* There is a continuation of the habits that were introduced throughout KS3. These are reinforced through Challenge Days that focus of team-building, and self-care and Health days at KS4 and 5
* There are a plethora of timetabled clubs and house events that promote and integrate our 10 Habits throughout all Key Stages.
* As a direct response to increasing pressure on young people and the need to study subjects in greater depth we reduced the number of GCSE subjects to nine in total. Throughout KS4, to ensure that our students develop into independent students and to help them gain a healthy work-life balance all students are timetabled into three staffed study sessions. At KS5, students have independent study sessions where they can work in our staffed Study Centre or in the Sixth Form Computer Suite or Work Room.
* To fully implement our aim of developing our students into healthy and confident individuals, was to employ a full-time DofE and Ten Tors Manager. This means that we are able to effectively train and support a large number of students through these tough but worthwhile activities.

**3 ACADEMIC FULFILMENT**

This aim requires a broad balanced curriculum that supports students with their transitions between Key Stages and, whilst ensuring that students don’t narrow down their curriculum prematurely, facilitates choice; engenders a love of learning and gives students the necessary time to acquire the non-examined soft skills. To these ends the curriculum is organised as below.

**All Key Stages:**

* We follow a two-week timetable of hour-long lessons, maximising the flexibility of our timetable. This also enables a fairer distribution of lessons across two weeks.
* Practical subjects are able to have a double lesson once a fortnight at KS3 and one a week at KS4, essential when the practical lessons not only cement the theory but also are often the part that kick-starts the love of these lessons.
* Challenge days and subject-specific trips ensure that we are able to capture students’ interests and teach beyond the examination specifications. These days are also used to further the careers curriculum – the school is highly aware of its Gatsby requirements.
* There is also an ethos of staff supporting and students requesting support outside of the classroom setting. This support is either through timetabled clinics, small group intervention work or one-to-one support. This support, along with the Sixth Form Subject Ambassadors, early intervention and effective mentoring help to ensure that all our students make at least the expected academic progress.

**Key Stage 3:**

* Is run over three years where the emphasis is on ensuring that all students are exposed to a broad, balanced curriculum made up of seventeen different subjects ranging from Maths, English and the Sciences through Modern Foreign Languages (MFL), where all students start by doing a Romance and a Germanic language, to Humanities and Arts subjects.
* Core subjects have six hours a fortnight, each language four, owing to the need to see their students regularly and humanities, art and PE have three hours with Music and IT on two hours.
* Underpinning the academic subjects are a variety of subjects that explicitly teach soft skills such as, Metacognition, Thinking and Reasoning Skills and Well-Being.
* All KS3 groups experience the equivalent of at least one hour a fortnight of Citizenship or Drama.
* Initially, to facilitate a smooth transition from Primary schools, all teaching is done in the students’ tutor groups but over KS3 these groups become mixed. With the exception of Maths and Languages where experience has taught us that setting groups is more effective, all subjects are taught in mixed-ability groups.

**Key Stage 4:**

* Option choices are made in Year 9 and students continue with all their KS3 subjects until the end of Year 9.
* Some subjects do start teaching GCSE topics and or skills during Year 9 but only where this complements their Schemes of Work. Experience has shown us that that this enables students to get a real feel for the course before having to commit to it for a GCSE. In addition, in skill-heavy courses an extra year to consolidate the skills ensures that they are truly embedded.
* There are no pre-defined routes that students have to take at KS4. There is a core of English Language and Literature, Maths, at least one humanity and at least one language. In addition, if they choose to take Double Science, then they have two free choices, whereas if they take triple science, then each student can make one free choice of subject. They also take an Ethics and Values class which is non-examined, along with four hours a fortnight of PE.
* The examined subjects available to them are, uptake dependant: French, German, Geography, History, Religious Studies, Art, Drama, Triple Science, PE GCSE, Business Studies, Music, Food and Nutrition, Textiles and Computing. We also have a long-standing option to take fast-track Geology GCSE in after-school sessions.
* In line with our ethos of guiding our students through KS4 to enable them to reach their preferred course/career we do not have a system of pre-set option blocks. Instead, the timetable is constructed each year around the needs of the students. The students are guided in their choices through subject talks, access to an impartial careers advisor, parental involvement but most critically several opportunities to interact with employers.

**Key Stage 5:**

* The majority of students take three A Levels, but to support a continuing broad curriculum we allow them to add in a creative AS, or a fourth A-Level if they really want or if they have opted for subjects such as Maths and Further Maths. A language AS is also available until the course is pulled by the exam board. As a result of this flexibility, many of our students are thus on four subjects in Year 12, giving them a further year or studying a broader curriculum than many traditional A-Level centres.
* To ensure that maximum choice for our students not only is there the same system of free-option choice that we have at KS4, but we also timetable the lessons in tandem with Torquay Boy’s Grammar School. Our students can therefore take subjects there that are either not available with us, for economic reasons or take a subject there to avoid any clashes, thus ensuring that the almost 100% of students are able to take exactly the subjects that they want for their A-Levels.
* Through a system of weekly tutorials all students are taught the necessary skills to complete an EPQ, with over 80% choosing to complete this additional qualification.
* We also timetable Critical Thinking each year. A non-examined course that around forty or so students opt for in Year 12 and builds on or meta-cognition work further down the school.
* Up to 2019 we retained ten lessons a fortnight for all A-Level subjects. From September 2019 we were forced to reduce this to nine a fortnight, although the tenth lesson is set as an allocated study period for that subject.
* Students in the Sixth-Form have an hour a week tutorial in Year 12 and one hour a fortnight in Year 13 that is often dedicated to PSHE.
* In addition, within the Sixth Form, there are many opportunities for organised Social Action as well as an increasingly organised career-focused work experience programme.

Finally, to ensure ongoing impact our curriculum and timetables are constantly under review and we accept staff and students’ feedback. In the last few years, for example, we have increased the MFL teaching time in Years 7 and 8 and the time that science has for Triple Science GCSE as well as moving to a system of teaching Further Maths in the same time allocation as other A-Levels, rather than as an add-on.

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How do we know we have achieved our curricular aims?

**1 CARING ATTITUDES**

*“To make a positive difference to other individuals and to local, national or international communities.”*

We can observe some of this through the many interactions we see at school, the way our students treat each other with respect, their acceptance of difference exemplified by our thriving LGBT group, and the positive relationships students have with staff.

The large sums of money raised through formalised school charity events such as the sponsored walk and charity week is just one marker of their commitment to others, as is the many individual fundraising causes they embrace, like the Junior Hospital League of Friends.

Their altruism is confirmed in the communications we receive from organisations that they support either voluntarily or as part of our Sixth Form enrichment programme or Duke of Edinburgh community service scheme.

We see a large number of girls are involved in leadership roles where they support other students; our Hub scheme where older students support younger students academically; our KS3 leaders who run projects to improve the school and the Head Girl Team who deliver our rich House Culture, encouraging girls to get involved and develop a strong sense of belonging.

When they leave us, we see them move onto meaningful progression routes with an absence of Not in Education, Employment, or Training (NEETs). The majority go top Russell group Universities, several have won prestigious apprenticeships and American scholarships.

After University, they have gone off to become University professors, sporting world champions, children’s authors, national opera singers, ambassadors, celebrated wildlife photographers, international DJs, BAFTA winners and MBE recipients. Individuals have appeared on Emmerdale, the X factor, Love island, Made in Chelsea, and won ‘I’m a celebrity, get me out of here’. They have contributed positively to society through a wide spectrum of careers and roles and in ways great and small, from the former Head Girl who helped set up the Imprezza charity helping AIDs orphans in Kenya to Mrs Pemble doing the teas and coffees for the local amateur dramatic society. They care about the future generation of students and many come back to inspire and pass on their experience of life. Some make a significant contribution to the make-up of the school by sending their daughters, and in some cases granddaughters, to join us or by becoming one of good number of staff who were former students.

**2 ACADEMIC FULFILMENT**

*“To have a love of learning and make, at least, the expected academic progress.”*

We can observe this in their willingness to listen and participate during lessons, their keenness to complete homework and extension tasks. They demonstrate their commitment through their voluntary attendance at extra-curricular learning activities such as the Astronomy Club, the afterschool GCSE Geology course, the Medicine Society or Science, Technology, Engineering and Maths (STEM) and debating clubs. They extend themselves beyond the curriculum through many competitions such as the Maths Challenge or Debating Awards. They embrace further learning through the Science Crest Awards and the mini-extended project (EPQ) in Year 9. The majority go on to take the full EPQ qualification in the Sixth Form where they can study a subject that interests them in great depth. We see students utilising the information they gain from our metacognition curriculum to help shape their learning and revision and large numbers attend our subject clinics and study plus programmes. They also read for pleasure before, during and after school in their form rooms, the study centre and the reading room.

The number of students that take part in the many voluntary trips that extend the curriculum is a testament to their thirst for knowledge. The Belgium Battlefields trip for History, the Iceland trip for Geography, the French and German exchanges and the Cern Hadron Collider trip for Physics are just some examples.

The majority choose to pursue Undergraduate studies at academic Universities like Oxbridge and the Russell group and many will continue onto postgraduate degrees.

In terms of both achievement and progress the girls consistently perform in line with the very top schools nationally.

**3 PERSONAL DEVELOPMENT**

*“To develop into happy, healthy confident individuals who care for the environment.”*

We see this through the student endorsement of our 10 Habits. Taking the first habit ‘Creating a Healthy’ planet as an example, we see them acting at an individual, organisational and national level.

As individuals they have embraced meat-free Monday, they have brought in unworn clothes for exchange (a Swish) and they have staged a green Met-Gala using recycled clothes and plastic waste. On a school level they have influenced the construction of a large vegetable plot, the rewilding of the site and the removal of single use plastic from the canteen.

To influence policy makers nationally they produced an eco-video called “Earthsong 2019” linked to a parliamentary petition that received enough support to draw a written response from the government. The campaign was discussed during a debate in the House of Commons and our students have met with Ministers to share their concerns. They have gained messages of support from such luminaries as Sir David Attenborough and Greta Thunberg.

They inspired fifty other schools across the world to sing the song when the whole school sang the song live. We see the other 9 habits endorsed with similar commitment.