SPECIALIST EDUCATION SERVICES

Modern Foreign Language Policy and Practice

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CONTENTS

1   RATIONALE

This document should be read in conjunction with the Curriculum Intent Statement, which outlines specific issues underpinning the Curriculum approach at SES

The very nature and purpose of the holistic provision at our establishments means that the focus is always on the 'whole child'. This is amplified in the range of documentation, policy and practice that reflects our philosophy of '24hr' learning, coupled with our "no limits' positive psychology.

The intensity of work in this respect, with both the child and where possible, family, is beyond what any child in a mainstream setting, and in many other specialist settings, would experience because of the very purpose and nature of practice at SES.

This document sets out the policy and principles that underpin the whole process of learning across the twenty-four hour learning experience available.

2   AIMS AND OBJECTIVES

The aims and objectives of the SES Modern Foreign Language curriculum are commensurate with the philosophy and foundations for the teaching of Modern Foreign Languages described in the National Curriculum.

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster students' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

2.1   MODERN FOREIGN LANGUAGES AND NATIONAL CURRICULUM AIMS

The national curriculum for languages aims to ensure that all students:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- discover and develop an appreciation of a range of writing in the language studied.

2.2   MODERN FOREIGN LANGUAGES AND READING, WRITING, COMMUNICATION, MATHS AND COMPUTING SKILLS (RWCM+C)

RDCM+C skills are core elements of English, Mathematics and Computing that provide individuals with the skills and abilities they need to operate confidentially, effectively and independently in life, their communities and work. Individual possessing these skills are able to progress in education, training and employment and make a positive contribution to the communities in which they live and work.

Development of core skills is embedded within personalised programmes of study in Modern Foreign Languages. RWCM+C in the curriculum is not limited to this subject. The curriculum offers opportunities for RWCM+C skills development in MFL which encourages working beyond the Learning Centre and making link to a wide range of learning opportunities. To be effective RWCM+C skills teaching must be relevant and allow learners to engage with real situations in the world.

SES aspire to develop learners confidence in RWCM+C skills through MFL by providing opportunities to:

- read and understand information and instructions, then use this understanding to act appropriately.
- Interpret given information in line with specific learning intention.
- Record evidence of learning in written form of varying formats at appropriate timescales, taking into account individual needs of learners.
- use key terminology to explore and develop knowledge and understanding..
- use verbal communication to effectively develop knowledge and understanding
- to acknowledge listening as integral to developing knowledge and understanding
- to seek opportunities to develop mathematically skills in the areas of using and applying, number, shape, space and measure and handling data.
- to integrate opportunities for a contextualised use of computing applications

2.3   MODERN FOREIGN LANGUAGES AND PERSONAL, EMOTIONAL AND SOCIAL DEVELOPMENT (PESD)

Effective planning for PESD in Modern Foreign Languages must ensure that relevant elements are embedded into; individual learning episodes, sequences of work, teaching approaches and learning outcomes. When this is done well, it will build individual confidence and enrich the experiences of learners and support their progress in modern foreign languages while increasing coherence across the curriculum.

At SES mastery of PESD skills is integral to all aspects of Learning Opportunities through a holistic and cross-curricular approach. . We seek to ensure pupils demonstrate that they can develop and then apply their PESD skills in an extensive range of subject based and real life contexts. In MFL we promote the consolidation of core PESD skills by structuring learning opportunities to promote development in this area. Progress in PESD is reflected in personalised PESD files and Learning Centre Education Plans.

2.4   MODERN FOREIGN LANGUAGES AND THE SEMH (SOCIAL, EMOTIONAL AND MENTAL HEALTH) DIMENSION

Many of the students coming to our establishments may well have had difficult experiences with Modern Foreign Languages, either in the way it has been taught or in the way they have received the teaching. Their low self esteem and poor self image as learners, coupled with their learned avoidance behaviours often used for self protection against the risk of failure, mean that they may never have experienced the excitement and satisfaction of success in Modern Foreign Languages.

Our aim is to provide experiences that will improve the child's self esteem allowing him to develop confidence and at the same time enjoy success in areas of endeavour specific to the subject.

Modern Foreign Languages can and should:

- have additional benefits, beyond the acquisition of a language, to our students. The special experience of speaking in a foreign language will provide our students with an opportunity for succeeding in a new area.
- provide opportunities for our students to collaborate and to enjoy each others' achievements.
- help our students develop their social skills by increasing their ability to interact and communicate with each other.
- help our students to re-visit and transfer previous learning - gaining further experience at, for example, time, the calendar or number.
- support our students' self-esteem and encourage their sense of self-   worth through the experience of breaking new ground in learning a skill often thought of as only associated with bright students.
- provide students with interesting and lively activities that challenge them and nurture their curiosity in the world outside their immediate experience.

"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people."

Sandra Savignon *Communicative Competence: Theory and Classroom Practice.*

The specific curriculum objectives are:

Linguistic

- To provide students successful and enjoyable learning experiences which will encourage them to continue to study a Modern Foreign Language.
- To nurture a sensitivity to language, its sounds, forms and rhythms.

- To develop a sense of pleasure in the use of words and an awareness of the expressive power of language.
- To increase students' understanding of some of the derivations and origins of their own language.
- To develop efficient listening and reading skills.
- To give students the confidence and competence to communicate through both speaking and writing (at levels appropriate to their ability) with native Modern Foreign Language speakers.

Social and Cultural

- To counter prejudice by fostering positive attitudes towards other countries and their peoples.
- To awaken an interest in foreign cultures and life-styles.
- To increase social competence by promoting an awareness of and sensitivity to differences as well as similarities in social customs and behaviour.
- To enable students to meet and converse with foreigners in this country and to travel abroad with confidence, enjoyment and interest.

3   MODERN FOREIGN LANGUAGE AND KEY OUTCOMES

These key outcomes are a useful vehicle to conceptualise a holistic approach to children's needs.

3.1   ENJOY AND ACHIEVE

Language learning is an enriching experience that adds to pupils' enjoyment of the world. It extends their horizons and provides them with the tools to communicate with people from different parts of the world and to learn about different cultures and countries.

Pupils can derive great pleasure from being able to express themselves in another language and to understand that language in both its spoken and written forms. It provides them with a sense of success and achievement, thus increasing their self-esteem.

3.2   BE HEALTHY

Learning a new language involves pupils in thinking in a new way and adopting different roles to practice learning the language. Finding out about other countries can transport pupils to new worlds and open up new perspectives and possibilities. This can help to ensure their mental health and sense of wellbeing.

3.3   STAY SAFE

Acquiring a new language helps pupils learn how to communicate with strangers and how to cope in situations where communication may be difficult. Through role-play and working with authentic materials pupils gain confidence and a sense of control when dealing with unfamiliar or unexpected situations. Knowing another language and having respect for different customs and traditions can help prevent

them getting into difficult or dangerous situations abroad.

3.4   ACHIEVE ECONOMIC WELL-BEING

The ability to communicate in a language other than English is valued by many employers. Learning languages helps pupils develop their communication skills and express themselves clearly and effectively. They are used to working in teams and are able to connect with others, see different points of view and overcome misunderstandings more easily.

Foreign language skills improve employability, particularly in international business, and improve the overall economic competitiveness of the nation in a global economy.

3.5   MAKE A POSITIVE CONTRIBUTION

MFL requires pupils to participate actively in the classroom and beyond. When communicating with speakers of a different language, pupils can make a positive contribution to understanding between different nationalities and may assume the role of ambassadors for their own country and culture.

4.   **THE IMPLEMENTATION OF MODERN FOREIGN LANGUAGES**

SES recognises, but is not limited to, the common framework provided by the structuring of Modern Foreign Language within National Curriculum.

4.1   EQUAL OPPORTUNITIES

SES is committed to ensuring that all students are treated with equality of regard.

This will involve:

- Providing equality of opportunity in the MFL curriculum in an attempt to maximise the potential of each individual pupil.
- Treating as of equal value the different needs, interests and abilities of individual students.
- Through their experience of MFL pupils should have respect for others and that all should be treated as equals.

In pursuing this policy with regard to individual students, there are four categories of difference between groups of students in which it is generally acknowledged that 'treatment as equals' may be problematic and for which it is therefore important to have specific policies. These are:

- Racial/cultural differences
- Social-class differences
- Ability differences
- Gender differences

4.1.1 Racial/Cultural Differences

It is vital that staff avoid any racial bias or stereotyping with respect to the particular individuals who are from ethnic-minority backgrounds and that they are alert to and willing to challenge any such discrimination or stereotyping by other students.

4.1.2 Gender Differences

Equal opportunities in terms of participation are carefully considered, however, issues of prejudiced attitudes and stereotyping towards the opposite sex can be in existence and can potentially be magnified in our environments, especially given the contextual background and past experiences of our young people.

Staff should therefore be aware of this and should be willing to challenge any such discrimination or stereotyping by students. Furthermore such risks can be mitigated through planned teaching strategies.

4.1.3 Social Class Differences

Staff should be aware of making assumptions about student's levels of knowledge and opportunities for acquisition of knowledge whatever their background.

4.1.4 Ability Differences

SES establishments are resourced such that students receive a highly individualised curriculum based on their Portfolio of Achievement and Needs. Implicit in this is a response to differing levels of ability.

It is also important that protected characteristics as defined in the SES Equality and Diversity Policy are considered when planning and implementing teaching practice to ensure equal opportunities. This policy should therefore be read in conjunction with the SES Equality and Diversity Policy and Practice document and the DfE guidance around our equality duty.

4.2 MODERN FOREIGN LANGUAGES AS A CROSS CURRICULAR SUBJECT

It is important to stress the inter-relationship of Modern Foreign Languages with many other areas of the curriculum and with aspects of communication and social functioning beyond the Learning Centre. At each establishment every aspect of its operation is viewed as a potential vehicle for building upon children's knowledge, understanding and skills. All staff need to be skilled at finding unobtrusive ways of supporting cross-curricular links taking advantage of the total living experience without this intruding on the naturalness of domestic living.

The national curriculum cross-curriculum dimensions provide important unifying areas of learning that help young people make sense of the world and give education relevance and authenticity. They reflect the major ideas and challenges that face individuals and society.

Dimensions can add a richness and relevance to the curriculum experience of young people. They can provide a focus for work within and between subjects and across the curriculum as a whole, including the routines, events and ethos of the school.

Cross-curriculum dimensions include:

- identity and cultural diversity
- healthy lifestyles
- community participation
- enterprise
- global dimension and sustainable development
- technology and the media
- creativity and critical thinking

4.3 MODERN FOREIGN LANGUAGES AND COMPUTING

Computing is incorporated as an integral element into all aspects of the curriculum. (See Computing Policy and Practice document). Computing plays a fundamental role in enriching and enabling curriculum delivery.

Computing helps students learn in modern foreign languages by giving them access to sources of information and enabling communication with native speakers. Computing also supports students' understanding of grammar and improve their comprehension skills.

Using Computing skills can help students to:

- access, select and interpret information
- recognise patterns, relationships and behaviours
- model, predict and hypothesise
- test reliability and accuracy
- review and modify their work to improve the quality
- communicate with others and present information
- evaluate their work
- improve efficiency
- be creative and take risks
- gain confidence and independence

In modern foreign languages, Computing can help students:

- communicate with native speakers from other countries
- access a range of authentic sources of information, both spoken and written
- support their understanding of grammatical patterns and relationships
- support their comprehension of written and spoken language
- share work with others so they can comment on it
- become aware of the experiences and perspectives of people in other countries

4.4   TEACHING AND LEARNING STYLES

- activities should bring together different areas of language work;
- the order of activities should be flexible;
- activities should be balanced between tasks which develop knowledge skills and understanding and those which develop the ability to tackle practical problems;
- activities should be balanced between activities which are short in duration and those which have scope for development over an extended period;
- activities should, where appropriate, use students' own interests or questions either as starting points or as further lines of development;
- activities should, where appropriate, involve both independent and co-operative work;
- tasks should include those which have a prescribed method of working and those which may allow a variety of approaches;
- activities should be balanced between different modes of learning; doing, observing, talking and listening, discussing with teachers and other students, reflecting;
- there should be a richness and variety in the type of writing activities undertaken;
- activities should encourage students become confident in the use of a range of tools available in language work such as digital media, radio, video, telephone, television and new technology;
- activities should encourage students to become competent in collecting, recording and processing information;
- there should be a strong element of student negotiation and involvement in the targets identified within their Portfolio of Achievement and Needs
- individual or group based texts should be stimulating.
- the range of potential resources and stimuli is inexhaustible and a variety should be used to maintain interest and motivation.

4.5   PLANNING FOR MODERN FOREIGN LANGUAGE EXPERIENCES

The planning of Modern Foreign Languages is guided by, but not limited to, the National Curriculum Framework for Modern Foreign Languages.

Specific Modern Foreign Languages to be taught are selected in relation to expressed preferences by the child, where appropriate. Initially staff will facilitate an introduction to a language but if the student shows great interest and potential an appropriate specialist teacher will be sought.

4.5.1   Learning Outside the Classroom

SES supports and endorses the Learning Outside the Classroom initiative as its principles and philosophy match the SES Vision Statement. We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

The use of places other than the classroom for teaching and learning often provide the most memorable learning experiences and help us to make

sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside to the classroom and vice versa.

Where children follow a modern foreign language course opportunities for using the chosen language in real time situations off-site are explored.

4.5.2 Units of Work/Episodes of Learning

- A unit of work will relate to the National Curriculum Programmes of Study, as well as, where applicable, to the requirements of any examination syllabus chosen in KS4
- A unit of work is intrinsically flexible; it is useful to use a variety of approaches and teaching strategies covering the same core unit to develop a variety of skills.
- A unit of work may be based on specific grammatical skills used as introduction, consolidation or revision.
- A unit of work may rely on a variety of media; audio, DVD, ICT/Computing, or literature. It should also consider fieldwork where appropriate.
- A unit of work may be designed to be revisited as many times as is judged necessary across all year groups and key stages.
- A unit of work may take a whole group approach to areas such as key topics and fieldwork as well as informing aspects of some Individual Programmes which may be based on interest or future aspiration
- Units of work are designed primarily to be enjoyable, to offer the chance of success, to enrich and enthuse the experience of each individual and to offer the opportunity of development across the experience of MFL.
- Units of work may be based on a bespoke personalised interest or passion to re-engage the student in the learning process.

4.6 PRESENTATION OF WORK

At SES we believe presentation of work is vital aspect of creating a positive and stimulating environment and in enhancing student motivation and self-esteem. Presentation of work can take a wide variety of forms ranging from:

- Written format
- Recording (oral and photographic)
- Displays
- Through use of computing and digital media
- Through witness statements created pupils and adults

Adults at SES, are expected to make a professional judgement with regards to each individual pupil's aptitude and ability in terms of facilitating presentation of work. We seek to continually implement our 'No Limits' thinking in the way we facilitate presentation of work ensuring feedback is given to support young people's continual progress in this area.

4.7 MODERN FOREIGN LANGUAGES AS AN ACCREDITED SUBJECT

Accreditation in Modern Foreign Languages is available for individual students through either GCSE or Entry Level, depending on ability and interest. Due to our personalised approach to learning, chronological age is not seen as a barrier to accreditation opportunities.

4.8   PROGRESSION IN MODERN FOREIGN LANGUAGES

Progression includes:

- a steady acquisition of new skills, knowledge and understanding
- Developing language and communication in a range of familiar and unfamiliar contexts.
- Meeting needs which demand more complex or difficult solutions.
- Students' awareness of their growing language, literacy and communication skills.

Students should develop and consolidate the following:

- a gradual extension of content, increasing complexity, greater awareness and understanding
- a progression from the use of more generalised geographical knowledge to the application of abstract ideas
- opportunities to apply skills, knowledge and understanding in a range of relevant contexts.
- an appreciation of artefacts/texts and sources which are familiar and unfamiliar and which increase in complexity as abilities develop.
- use of information technology in open and closed research work.

4.8.1 Continuity

In order to build on the experiences of every child at Avocet House there is continuity in the framework of the MFL NC programme of study which develops progressively deeper understanding and investigation of new situations. Decisions about where students are taught on the framework relates to their starting points, maturity, capability and personal interests.

At SES, across both SES establishments, we are continually evolving a 'fit for purpose' assessment framework to support staff in planning for progress, and to ensure an effective, consistent and quantifiable measure of student progress.

4.9   DIFFERENTIATION

Students at our establishments will clearly differ in ability and teaching should take account of this by providing a range of learning situations and approaches. In addition the philosophy of SES is such that personalised learning is a cornerstone.

Differentiation is a process not a single event. This process involves recognising the variety of individual needs within a group, planning to meet those needs, providing appropriate delivery and evaluating the effectiveness of the activities in order to maximise the achievements of individual students.

Modern Foreign Languages provide wide opportunities for differentiation by:

- Input
- Resource
- Task
- Support
- Outcome
- Response

In planning for our students the following factors should be considered:

- Activities should build on what our students already know and can do
- Our students need immediate and regular encouragement, praise and reward
- The activities should be broad enough to allow scope for development and not prevent more able students from extending their learning
- The work should be pitched at the age, maturity and ability of the group and/or individual
- Tasks should be differentiated according to individual student needs
- Consider the balance between group activities and individual differentiated tasks for specific students

To achieve this, clear attention should be given to the following:

- A range of appropriate equipment
- Using a variety of teaching methods to elicit a particular response
- Organising the group in different ways appropriate to particular objectives
- Setting open-ended tasks so that students can respond at their level
- Issuing different 'challenges' to different students
- Providing extension work for students with greater ability
- Allowing time for individual diagnosis, teaching and feedback.

The method of assessment and reporting should provide feedback, which is appropriate to students of differing abilities. It should aid their future learning by providing knowledge but should also give them support and encouragement. More specifically, the teacher should consider:

- Resources reading levels and ease of use
- Availability of a range of media/software
- Availability of a range of support equipment
- Where ICT is being used, simplified software guides
- Provision of a variety of tasks to cover the main content area
- Take account of time available to support individuals/group
- Other adult/student support
- Student/student support e.g. pairing
- Various ways of praising achievement
- Use of visual prompts to support learning

4.10   ASSESSMENT AND RECORDING

Assessment is part of an ongoing process that informs future planning and subsequent learning. All assessments should take account of:

- Skills, knowledge and understanding acquired
- The contexts of the activity
- The purpose of the activity

Effective day-to-day assessment:

- is embedded in planning, teaching and learning
- requires a shared understanding of learning objectives and success criteria between teacher and learner
- draws on evidence of learners' achievement and progress from a wide range of contexts within and beyond the classroom
- values information that teachers retain in their heads, as well as concrete evidence produced by learners
- is based on evidence generated in the course of continuous teaching and learning, engagement with learners through observation, discussion, questioning, and review and analysis of work
- helps to shape and refine future teaching and learning, and to personalise the experience of individual learners
- provides the basis for discussions with learners themselves, their parents/carers and with other professionals about their strengths, areas for development and future learning targets
- is the foundation upon which periodic assessment can be based
- recognises and celebrates learners' progress in the light of their previous performance and motivates them to improve further
- promotes independence and self-motivation
- develops the capacity for peer and self-assessment among learners.

Assessment is a continuous process and testing and accreditation are built in at various stages of a students development.

Any system of evaluation and assessment should:

- Identify what has been taught and learnt
- Monitor students progress in each
- Monitor students progress in cross-curricular elements
- Establish students' needs as a basis for further planning and teaching.

Student involvement in the assessment and evaluation process is critical.

Evidence can be gleaned from:
- Observing
- Questioning and listening
- Discussion
- Written work, audio and video tape recording, drawings, charts, etc.
- Specific assessments tied to curriculum materials.

4.10.1 <u>The marking of students work</u>

Teachers' responses to students' work should be positive, encouraging, sympathetic, honest and appropriate. Marking should be completed in a pragmatic way, as appropriate to the needs of the student and whenever possible completed in their presence. Further areas of study can then be negotiated with the student.

- Students should be made aware of the assessment criteria being employed, particularly before tackling new situations and subsequently when marking work
- Students should, as a result of the interaction, be aware of the next steps in their learning
- It is sometimes useful for students to respond to each others work

4.10.2 Record Keeping

Records are kept in the form long term planning (Curriculum Overview), Medium Term Planning (Unit Objectives), Short Term planning (detailed planning of learning episodes) A record of progress is evident in the on-going feedback (Verbal and Written) between adult and pupil. Where appropriate, an evidence base is collated for each episode of learning, that take various forms; e.g files, exercise books, scrap book and digital media.

4.10.3 Individual Programmes

- The Portfolio of Achievement and Needs of each student will inform the global priority targets to be addressed for the child.
- More detailed educational objectives will be identified by Learning Centre staff and students, and negotiated targets reached.
- Targets set will be specific, measurable, attainable, realistic and time related.
- Targets will always be compatible with the requirements of the National Curriculum and/or Portfolio of Achievement and Needs

5 SMSC AND BRITISH VALUES IN MFL

At SES we believe the development of SMSC and promotion of British Values, should be embedded within all areas of teaching and learning across both the school and residential setting. This policy should be read in conjunction with the Spiritual, Moral, Cultural and Social Policy and Practice document and the British Values Policy and Practice Document.

5.1 SMSC

At SES we develop SMSC in many aspects of the curriculum through ensuring opportunities for SMSC development are extensive and frequent. These opportunities are reflected in planning documents as well as in outcomes for pupils.

Examples of SMSC development within MFL are:

Spiritual

- Our young people are taught to accept and embrace other languages and cultures through the teaching of MFL.
- The learning of another language improves self-esteem, at times allowing our young people to experience success in a subject they had previously perceived as challenging.
- Other cultures' religious beliefs may be considered in MFL teaching, for example when learning about how various festivals are celebrated in other parts of the world.

Moral

- The young people are encouraged to show empathy and understanding to others in MFL lessons.
- Stereotypes and intolerance are challenged through the teaching of language and culture. The young people are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.
- Where possible, the young people are encouraged to take part in European community projects such as Comenius, to introduce them to young people from countries such as France.

Cultural

- Cultural development in MFL is about our young people understanding their own culture and other cultures in Britain as a whole.
- Understanding cultures represented in Europe and elsewhere in the world; understanding and feeling comfortable in a variety of cultures; ensuring we value our cultural diversity and in our efforts to prevent racism; breaking through linguistic and cultural barriers; reflecting on how different cultures are portrayed.
- Where possible, we use authentic resources to enhance the young people's experience of the wider world.

Social

- In MFL, the young people are encouraged above all to communicate.
- Teaching in MFL encourages politeness and reinforces social norms for example; the curriculum develops an understanding of how other social groups (notably other young people) interact, how they eat, how they live and how they are educated and spend their free time.

5.2   BRITISH VALUES

Promotion of British values is an integral part of life at SES. We believe that the promotion of such values should be inherent in teaching and learning as well as in the wider community. We fundamentally believe that the promotion of British Values is an essential strategy in preventing radicalisation. This document should therefore be read in conjunction with our Radicalisation Policy and Practice document.

Rule of Law

- MFL teaching as in every aspect of life at SES, the young people are encouraged to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the SES community and to society more widely.
- MFL teaching actively promotes the key values of mutual respect, diversity and plurality.

Democracy

- By gaining an appreciation of the countries where the language the young people are studying is spoken, they are encouraged to reflect on other cultures and ways of life and embrace socio-cultural differences and contexts. This develops openness and awareness to and of the world around them to enable them to have a better grasp of the links and connections between countries and societies.
- Emphasis of the need for tolerance and justice. As in all areas of life at SES, the young person's voice, opinion and response is valued within MFL, thereby encouraging the intrinsic value of democracy.

Individual Liberty

- Within MFL sessions, the young people are actively encouraged to make choices, knowing that they are in a safe and supportive environment.
- At SES each learners contribution to the content of their curriculum is valued and encouraged and acted upon where possible.

Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

- Teaching in MFL encourages investigation into other societies and cultures and an acceptance and tolerance of different ways of life, different cultures, traditions and practices.
- Through the study of MFL, the young people learn about, and learn to respect, a variety of cultural and religious practices. Young people may learn, for example, how a French or Spanish teenager not only celebrates a birthday, but also an annual Saint's Day; or how at Christmas, Spanish young people eat their celebratory meal at Christmas on Christmas Eve, decorate their houses, and receive gifts from the Three Kings, for example.