

SMSC and British Values covered by Spanish	Lesson offering coverage per item for each year group:				
	Year 7	Year 8	Year 9	Year 10	Year 11
(1) Are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	<p>Module 1. Mi vida. My life. Students talk about their personality, their age, brothers, and sisters. The book provides examples of people from different cultures, backgrounds, and religions. They learn about festivals and different faiths, Holy week in Spain, Day of the dead in Latinoamerica.</p>	<p>Module 2. Todo sobre mi vida. All about my life. The book provides examples of people from different cultures, backgrounds, and religions. They learn about festivals and different faiths, Holy week in Spain, Day of the dead in Latinoamerica and different music that represents the culture of Spanish speaking countries.</p>	<p>Module 1. Somos así. That's what we are like. Students talk about the things they like. They talk about their week. They talk about their birthdays and celebrations. Moral development in MFL is about students gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.</p>	<p>Theme 1 Identity and culture. Unit 1- Me , my family and friends. Talking about friends. Describing family relationships. Talking about relationships nowadays. Moral development in MFL at KD High allows students to build a framework of moral values which regulates their personal behaviour.</p>	<p>Theme 1 Identity and culture. Unit 1- Me , my family and friends. Talking about friends. Describing family relationships. Talking about relationships nowadays. Moral development in MFL at KD High permits students to build a framework of moral values which regulates their personal behaviour.</p>
(2) Have a sense of enjoyment and fascination in learning about themselves, others and the world around them	<p>Year 7 Module 5. mi ciudad. My city. Students learn about their city and the world around them. They learn about travelling to another country and ordering food in a café. Students love</p>	<p>Year 8 Module 1. Mis vacaciones. My holidays. They talk about a past holiday, and they say what they did on Holiday. They give a presentation of their holiday, and they mention</p>	<p>Year 9 Module 5. Una Aventura en Madrid. An adventure in Madrid. We read authentic texts about Madrid. Students meet and greet people. They discuss buying souvenirs. They say what they will do the</p>	<p>Year 10 Theme 1 Identity and culture. Unit 1- Me , my family and friends. Talking about friends. Describing family relationships. Talking about relationships nowadays. Cultural development in MFL is about our students understanding of their own</p>	<p>Year 11 Theme 1 Identity and culture. Unit 1- Me , my family and friends. Talking about friends. Describing family relationships. Talking about relationships nowadays. Cultural development in MFL is about our students understanding of their</p>

	learning about other cultures.	places they have been around the world.	next day. They try to make themselves understood.	culture and other cultures in Britain and abroad.	own culture and other cultures in Britain and abroad.
(3) Use imagination and creativity in their learning	Year 7	Year 8	Year 9	Year 10	Year 11
	Module 2. Mi tiempo libre. My free time. Students talk about what they like to do. They say what they do in their spare time. They say what sports they do. We attempt to develop an interest an enthusiasm for language learning.	Module 2. Todo sobre mi vida. All about my life. Students learn about young people’s lives. They learn about Spanish singers, and they write a profile of a singer. When talking about holidays, they find out about a holiday destination, and they design a board game. We attempt to develop an interest an enthusiasm for language learning.	Proyectos: we do several projects during the school year: Module 1: They write a rap. Using rhyme and rhythm in Spanish. Module 2. They perform a funny monologue. Module 3. They teach a dance routine. Module 4. They understand Peruvian folk tale and they write a story for young children. Module 5. They create a virtual treasure hunt. We always attempt to develop an interest an enthusiasm for language learning.	Theme 2 Local, national, international and global areas of interest. Mind maps Games Quizlet Kerboodle GCSE: Students learn about and reflect upon the development of a sense of identity, self-worth, personal insight, meaning and purpose in a country with great variety in languages, culture and tradition like Spain. They learn about those communities and the fact that there are variations in traditions and culture in the different parts of Spanish speaking countries, such as the Catalan or Basque region in Spain.	Theme 2 Local, national and global areas of interest. Mind maps Games Quizlet Kerboodle GCSE: Students learn about and reflect upon the development of a sense of identity, self-worth, personal insight, meaning and purpose in a country with great variety in languages, culture and tradition like Spain. They learn about those communities and the fact that there are variations in traditions and culture in the different parts of Spanish speaking countries, such as the Catalan or Basque region in Spain.
(4) Reflect on their experiences	Year 7	Year 8	Year 9	Year 10	Year 11
	Module 4. Mi familia y mis amigos. My family and friends. Students describe their family. They	Module 4. Que hacemos? What do we do? Students arrange to go out. They	Module 3. En forma. To be in shape. Students learn about Healthy life. About having an active	Theme 1 Identity and culture. Unit 3. Free time activities.	Theme 1 Identity and culture. Unit 3. Free time activities. Students talk about what they do in their free time

	<p>reflect on what they are like. Describing what type of person, they are.</p> <p>We endeavour to develop pupil's confidence and competence so that they become increasingly independent learners and users of language.</p>	<p>accept the invitations, or they make excuses. They discuss getting ready to go out. They talk about sporting events.</p> <p>We endeavour to develop pupil's confidence and competence so that they become increasingly independent learners and users of language.</p>	<p>lifestyle. They also learn about their daily routine in Spanish.</p> <p>Students are aware of diets and the consequences of not having a healthy life. They learn about ailments.</p> <p>Module 4. Mis derechos.</p> <p>We talk about children's rights. We discuss fair-trade and encourage students to express their point of view. We talk about recycling. We learn about fundraising, and we read about world issues. We endeavour to develop pupil's confidence and competence so that they become increasingly independent learners and users of language.</p>	<p>Students talk about what they do in their free time and plans for the weekend.</p> <p>We endeavour to develop pupil's confidence and competence so that they become increasingly independent learners and users of language.</p>	<p>and plans for the weekend.</p> <p>We endeavour to develop pupil's confidence and competence so that they become increasingly independent learners and users of language.</p>
	Year 7	Year 8	Year 9	Year 10	Year 11
<p>(5) Know difference between right and wrong and apply this in school and in their own lives</p>	<p>Module 3. Mi insti. My school.</p> <p>Students learn the subjects they study. They give opinions on their school subjects and on school life. They talk</p>	<p>Module 2. Todo sobre mi vida. All about my life.</p> <p>Students learn about mobile phones and social media. The</p>	<p>Module 3. En forma. To be in shape.</p> <p>Students learn about Healthy life. About having an active lifestyle. They also learn</p>	<p>Theme 1. Identity and culture. Unit 2. Technology in everyday life.</p> <p>Students learn about social media and mobile technology. They give opinions about online messaging and the discuss</p>	<p>Theme 3 Current and future study and employment. Unit 9. My studies.</p> <p>Students talk about their studies and how to be a good student. They talk about their school. They</p>

	<p>about school rules and what they do at break time.</p> <p>Right and wrong: Students develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Authentic target language texts are selected that extend students' ideas and their moral and emotional understanding.</p>	<p>advantages and disadvantages.</p> <p>Module 4. Que hacemos. What do we do. No es justo. Its not fair. Students write about a problem in a blog.</p> <p>Right and wrong: Students develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Authentic target language texts are selected that extend students' ideas and their moral and emotional understanding.</p>	<p>about their daily routine in Spanish.</p> <p>Students are aware of diets and the consequences of not having a healthy life. They learn about ailments.</p> <p>Right and wrong: Students develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Authentic target language texts are selected that extend students' ideas and their moral and emotional understanding.</p>	<p>the good and the bad of social media. Students give opinions about online technology. They talk about mobile use and overuse.</p> <p>Right and wrong: Students develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Authentic target language texts are selected that extend students' ideas and their moral and emotional understanding.</p>	<p>talk about school rules and uniform. We compare school life with other cultures. They talk about the good and bad aspects of school.</p> <p>Right and wrong: Students develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Authentic target language texts are selected that extend students' ideas and their moral and emotional understanding.</p>
	Year 7	Year 8	Year 9	Year 10	Year 11
(6) Understand the consequences of their behaviour and actions	<p>Module 2. Mi tiempo libre. My free time. Students talk about what they like to do. They say what they do in their spare time. They understand the consequences of what they can and cannot do. They say</p>	<p>Module 4. ¿Qué hacemos? What do we do? No es justo. It's not fair. Students write about a problem in a blog. Example: I want to go out, but my parents want me to do the homework.</p>	<p>Module 3. En forma. To be in shape. Students learn about Healthy life. About having an active lifestyle. They also learn about their daily routine in Spanish.</p> <p>Students are aware of diets and the consequences of not having a healthy life.</p>	<p>Theme 1. Identity and culture. Unit 2. Technology in everyday life. Students learn about social media and mobile technology. They give opinions about online messaging and the discuss the good and the bad of social media. Students give opinions about online technology. They talk</p>	<p>Theme 2- Unit 7. global issues. Protegiendo el medio ambiente. Talking about ways of protecting the environment. Understanding and discussing environmental problems. Talking about homelessness and social issues. Students understand the consequences of their</p>

	<p>what sports they do. How to have a healthy life and what they must do to have a healthy life.</p> <p>Developing a personal set of values: Through reflection on texts, students express informed personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books, films and texts read in class.</p>	<p>Students understand the consequences of their behaviour and actions.</p> <p>Developing a personal set of values: Through reflection on texts, students express informed personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books, films and texts read in class.</p>	<p>They learn about ailments.</p> <p>Developing a personal set of values: Through reflection on texts, students express informed personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books, films and texts read in class.</p>	<p>about mobile use and overuse.</p> <p>Developing a personal set of values: Through reflection on texts, students express informed personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books, films and texts read in class.</p>	<p>actions and how to help the less fortunate.</p> <p>Developing a personal set of values: Through reflection on texts, students express informed personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books, films and texts read in class.</p>
	Year 7	Year 8	Year 9	Year 10	Year 11
<p>(7) Develop 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>Module 3. Mi insti. My school. Students learn activities they do in their break time. They reflect on how they socialise in different contexts, for example school playground. We seek to increase pupil's understanding and cultural awareness of the contemporary society of countries</p>	<p>Module 3. A comer. Let's eat. Students talk about the food they like using a wide range of opinions. We also learn about food in other countries. We learn about other religions, ethic and socio-economic backgrounds through the food. For example: in</p>	<p>Module 1. Somos así. We chat about the things they like. They talk about their week. They talk about films they watch, their birthday, and we learn about days out with family and friends. Within the MFL department we promote social development as a means of young people working effectively with each other and</p>	<p>Theme 1 Identity and culture. Unit 1- Me, my family, and friends. Talking about friends. Describing family relationships. Talking about relationships nowadays. Cultural development in MFL is about our students understanding their own culture and other cultures in Britain. Within the MFL department we promote social development as a means of young people</p>	<p>Theme 1 Identity and culture. Unit 1- Me, my family, and friends. Talking about friends. Describing family relationships. Talking about relationships nowadays. Cultural development in MFL is about our students understanding their own culture and other cultures in Britain. Within the MFL department we promote social development as a</p>

	where Spanish is spoken.	Perú they eat cui (a rodent). Within the MFL department we promote social development as a means of young people working effectively with each other and participating successfully in the community.	participating successfully in the community.	working effectively with each other and participating successfully in the community. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society, it is also about learning to express and justify our views and opinions.	means of young people working effectively with each other and participating successfully in the community. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society, it is also about learning to express and justify our views and opinions.
(8) Participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively (this needs to be conducted in these settings)	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>Module 2. Mi tiempo libre. My free time.</p> <p>Students talk about what they like to do. They say what they do in their spare time. They can mention volunteering at school, sport centre. They say what sports they do. Students develop a personal set of values: Through reflection on texts, students express informed personal opinions. Students learn to articulate their own attitudes and values</p>	<p>Module 4. ¿Qué hacemos? What do we do?</p> <p>Students talk about sporting events. They arrange to go out. They learn to make excuses. Students develop personal set of values: Through reflection on texts, students express informed personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal</p>	<p>Module 4. Mis derechos.</p> <p>We talk about children's rights. We discuss fair-trade and encourage students to express their point of view. We talk about recycling. We learn about fundraising, and we read about world issues. Students develop a personal set of values: Through reflection on texts, students express informed personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of</p>	<p>Theme 1. Identity and culture. Unit 3. Free time activities. Students talk about what they do in their free time. They talk about their free time and plans for the weekend. Students develop a personal set of values: Through reflection on texts, students express informed personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books, films and texts read in class.</p>	<p>Theme 2- Local, national, international and global areas of interest. Unit 6. social issues. We talk about charities and voluntary work. They learn about different charities and volunteering. Students develop a personal set of values: Through reflection on texts, students express informed personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books, films and texts</p>

	through being provided with opportunities to discuss matters of personal concern, related to books, films and texts read in class.	concern, related to books, films and texts read in class.	personal concern, related to books, films and texts read in class.		read in class. In discussion they are encouraged to take different views into account and construct persuasive arguments
(9) Accept and engage 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; develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.	Year 7	Year 8	Year 9	Year 10	Year 11
	The Rule of Law – The importance of Laws, whether they are those that govern the class, the school, or the countries of the languages that we are teaching, is consistently reinforced. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.	The Rule of Law – The importance of Laws, whether they are those that govern the class, the school, or the countries of the languages that we are teaching, is consistently reinforced. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.	The Rule of Law – The importance of Laws, whether they are those that govern the class, the school, or the countries of the languages that we are teaching, is consistently reinforced. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.	The Rule of Law – The importance of Laws, whether they are those that govern the class, the school, or the countries of the languages that we are teaching, is consistently reinforced. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.	The Rule of Law – The importance of Laws, whether they are those that govern the class, the school, or the countries of the languages that we are teaching, is consistently reinforced. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. We study law and order and delinquency in GCSE units of work. In KD High we explain rules and laws when we visit target language countries online. Tele collaboration project.
	Year 7	Year 8	Year 9	Year 10	Year 11

<p>(10) Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others and how these different cultures, in the school and further afield, are an essential element of their preparation for life in modern Britain.</p>	<p>Module 5. Mi ciudad. My city. Students describe their village or town. We learn about history and culture and compare with Spain and Latin América. Students learn about and reflect upon the development of a sense of identity, self-worth, personal insight, meaning and purpose in a country divided by language, culture, and tradition.</p>	<p>Module 5. Operación Verano. Students describe their ideal holiday home. They describe what they do in their holidays. We learn about other cultures and how they have shaped their own heritage. Students learn about and reflect upon the development of a sense of identity, self-worth, personal insight, meaning and purpose in a country divided by language, culture, and tradition.</p>	<p>Module 5. Una Aventura en Madrid. An adventure in Madrid. We read authentic texts about Madrid. Students meet and greet people. They discuss buying souvenirs. They say what they will do the next day and try to make themselves understood. Students learn about and reflect upon the development of a sense of identity, self-worth, personal insight, meaning and purpose in a country divided by language, culture, and tradition.</p>	<p>Theme 1. Identity and culture. Unit 4 customs and festivals. Students learn about local and Spanish customs in Spain and Latin America. GCSE: Students learn about and reflect upon the development of a sense of identity, self-worth, personal insight, meaning and purpose in a country with great variety in languages, culture and tradition like Spain. They learn about those communities and the fact that there are variations in traditions and culture in the different parts of Spanish speaking countries, such as the Catalan or Basque region in Spain.</p>	<p>Theme 1. Identity and culture. Unit 4 customs and festivals. Students learn about local and Spanish customs in Spain and Latin America. GCSE: Students learn about and reflect upon the development of a sense of identity, self-worth, personal insight, meaning and purpose in a country with great variety in languages, culture and tradition like Spain. They learn about those communities and the fact that there are variations in traditions and culture in the different parts of Spanish speaking countries, such as the Catalan or Basque region in Spain.</p>
<p>(11) Recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>	<p>Year 7 Module 5. Zona proyecto. ¡Pasaporte fiesta! Students do a project on Spanish festivals. They create a brochure about a fiesta (festivity). El día de los muertos. Students learn about the day of the dead. They</p>	<p>Year 8 Module 5. Zona proyecto. Tiene mucho talento. Learning about Spanish singers. Writing the profile of a singer. Within the MFL department we promote social development as a means of young</p>	<p>Year 9 Module 1. Somos así. We chat about the things they like. They talk about their week and films they watched. They also talk about their birthday, and we learn about days out with family and friends. Within the MFL department we promote social</p>	<p>Year 10 Theme 1. Identity and culture. Unit 3. Free time activities. Students talk about what they do in their free time. They talk about their free time and plans for the weekend. They talk about special occasion meals, and we explore birthday parties across different countries (ex. Quinceañera). We talk</p>	<p>Year 11 Theme 2- Local, national, international and global areas of interest. Unit 7. Environment and Poverty. We talk about ways to protect the environment. We understand and discuss environmental problems around the world. We talk about the homeless “los sin techo”.</p>

	<p>make a skull mask and paper flowers. Within the MFL department we promote social development as a means of young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society, it is also about learning to express and justify our views and opinions, this includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities as a</p>	<p>people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society, it is also about learning to express and justify our views and opinions, this includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities as a citizen, parent or worker in a community. It also involves the development of</p>	<p>development as a means of young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society, it is also about learning to express and justify our views and opinions, this includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.</p>	<p>about sport in the world. Within the MFL department we promote social development as a means of young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society, it is also about learning to express and justify our views and opinions, this includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.</p>	<p>We talk about helping others, the homeless and the needy. Within the MFL department we promote social development as a means of young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society, it is also about learning to express and justify our views and opinions, this includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.</p>
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	citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.	the inter-personal skills necessary for successful relationships.			
	Year 7	Year 8	Year 9	Year 10	Year 11
(12) Have knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	<p>Module 5. Mi ciudad. My city. Students describe their village or town. We learn about history and culture and compare with Spain and Latin América. In unit 6, we study Life in La Habana, students write a blog about their town and activities. Students can have their voices heard in MFL lessons. We encourage an open-door policy where the students feel free and able to visit their teachers with their ideas and suggestions.</p>	<p>Module 2. Todo sobre mi vida. Students talk about their phones, music they like, about TV and they say what they did yesterday. In the Extension: Mi vida, tu vida. They learn about young people’s lives. Students can have their voices heard in MFL lessons. We encourage an open-door policy where the students feel free and able to visit their teachers with their ideas and suggestions.</p>	<p>Module 2.Oriéntate. Children learn and understand about the world of work. What job they would like to do. They talk about their future. They describe their job. Students can have their voices heard in MFL lessons. We encourage an open-door policy where the students feel free and able to visit their teachers with their ideas and suggestions. We study the work of UNICEF when we look at Latin American countries, as well as the Convention of the Rights of the Child (CRC) when we discuss the similarities and differences between children’s lives in developed and</p>	<p>Theme 1. Identity and culture. Unit 4 customs and festivals. Students learn about local and Spanish customs. They learn about Spanish and Latin American culture. and culture. Students can have their voices heard in MFL lessons. We encourage an open-door policy where the students feel free and able to visit their teachers with their ideas and suggestions. We study the work of UNICEF when we look at Latin American countries, as well as the Convention of the Rights of the Child (CRC) when we discuss the similarities and differences between children’s lives in developed and developing Hispanic countries. We encourage our students to question the pros and cons</p>	<p>Theme 1. Identity and culture. Unit 4 customs and festivals. Students learn about local and Spanish customs. They learn about Spanish and Latin American culture. and culture. Students can have their voices heard in MFL lessons. We encourage an open-door policy where the students feel free and able to visit their teachers with their ideas and suggestions. We study the work of UNICEF when we look at Latin American countries, as well as the Convention of the Rights of the Child (CRC) when we discuss the similarities and differences between children’s lives in developed and developing Hispanic countries. We encourage</p>

			developing Hispanic countries. We encourage our students to question the pros and cons of a centralised and decentralised model of national government.	of a centralised and decentralised model of national government.	our students to question the pros and cons of a centralised and decentralised model of national government.
(13) Explore, improve understanding of and show respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>Most units present examples from children from different faiths, cultures, and diverse backgrounds.</p> <p>Faith and spiritualism play an important part in any society, whether in a religious or secular sense. In MFL at KD High, pupils are encouraged to consider this in the study of Spanish. We also offer French and Ivrit as part of the curriculum.</p>	<p>Most units present examples from children from different faiths, cultures and different backgrounds.</p> <p>Faith and spiritualism play an important part in any society, whether in a religious or secular sense. In MFL at KD High, pupils are encouraged to consider this in the study of Spanish. We also offer French and Ivrit as part of the curriculum.</p>	<p>Most units present examples from children from different faiths, cultures, and different backgrounds.</p> <p>Faith and spiritualism play an important part in any society, whether in a religious or secular sense. In MFL at KD High, pupils are encouraged to consider this in the study of Spanish. We also offer French and Ivrit as part of the curriculum.</p>	<p>Most units present examples from children from different faiths, cultures, and diverse backgrounds.</p> <p>Faith and spiritualism play an important part in any society, whether in a religious or secular sense. In MFL at KD High, pupils are encouraged to consider this in the study of Spanish. We also offer French and Ivrit as part of the curriculum.</p>	<p>Most units present examples from children from different faiths, cultures and different backgrounds.</p> <p>Faith and spiritualism play an important part in any society, whether in a religious or secular sense. In MFL at KD High, pupils are encouraged to consider this in the study of Spanish. We also offer French and Ivrit as part of the curriculum.</p>