

SMSC within the Curriculum Areas

SMSC in PSHE

The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the PSHE curriculum. PSHE promotes the development of our students and prepares them for the opportunities, responsibilities, and experiences of later life. Students are taught the importance of having their own identity and to express their views openly, within the law, without fear of discrimination. We encourage students to demonstrate the British values and how to respond in different social situations.

Some examples of topics covered include:

- -Consent
 - Online safety
 - Peer-on-peer abuse
 - Physical and mental health
- -The Equality Act 2010
- -Tolerance, respect, democracy, liberty and the rule of law
 - Gender difference
 - Careers and metacognition
 - Risk taking behaviour and finance

ENGLISH

Spiritual development in English

A range of literature is taught in KS3 and KS4 which aids students' spiritual development through discussion and debate. For example, the study of A Christmas Carol, amongst other texts, encourages students to consider the consequences of right and wrong behaviour and reflect on their own lives. Students are encouraged to reflect on their own beliefs throughout their journey in English through creative writing and the study of poetry. These opportunities allow students to establish their own relationship with language and give them the freedom to reflect. Furthermore, students are encouraged to be aware of the cultures, beliefs and traditions of others in the range of texts and topics studied throughout KS3 and KS4.

Moral development in English

A variety of moral issues, themes and topics are covered in the non-fiction and fiction texts we teach, as well as the study of transactional and creative writing. Many of the key concepts which are integral to our teaching of English allow for opportunities to develop our students' moral thinking. Key concepts such as, benevolence, prejudice and reform are introduced to students in KS3. Through the study of fiction, students frequently consider different perspectives and are encouraged to empathise with characters on a range of moral journeys.

A wide range of moral questions are raised in the texts we have chosen to study in our curriculum. For example, the study of *Of Mice and Men* poses opportunities to explore issues including gender roles, race and prejudice. These moral issues, amongst others, are further explored in other areas of students' studies in English. In year 10, we teach 'A Christmas Carol' which encourages moral thinking through the recognition of values such as goodwill, humility and kindness. When studying the class novel, students are able to analyse character and events to explore the consequences of actions. During the study of fiction, students are given the opportunity to consider different perspectives and empathise with other characters. Class readers studied at Y7, 8 and 9 deal with moral questions, such as race, homelessness, alcoholism, sexism, giving students the opportunity to produce their own writing. Writing non-fiction texts such as newspaper articles, leaflets, reports and reviews help to develop students' ability to apply fiction to real life scenarios. The English department use a range of strategies to facilitate students' exploration of these moral issues throughout our curriculum. Furthermore, through explicit teaching of historical context, students can place the texts they study and the moral themes and debates raised within them into the world around themselves.

Social development in English

English lessons promote collaboration, cooperation and teamwork through discussions, debates and group work. Reflection and review are built into our curriculum, allowing students to become independent and resilient and to take responsibility for their own learning. An environment of safety is created in English classrooms where students are not afraid of failure and learn from mistakes to develop skills or knowledge and make progress.

Our department is aspirational and students are encouraged to experiment with language and think critically about literature. Students often deal with real world issues in their speaking and transactional writing therefore they are able to reflect on these issues from different perspectives and develop informed opinions.

Cultural development in English

The English department strive to celebrate cultural diversity through all stages of the curriculum. In the study of literature students can learn about other cultures across the world through the lens of different authors and characters. We encourage our students to appreciate the different experiences, challenges and triumphs people from different cultures face through our diverse curriculum. Moreover, through studying some of the English Canon our students can explore British history and culture. We aim to provide our students with opportunities to expand their cultural capital through stage performances in school and as part of theatre trips; creative writing competitions; comprehension of a range of fiction and non-fiction texts in skills lessons and reference to allusions in the texts that we study. By providing these opportunities, which may otherwise be unavailable to many of our students, we hope to broaden horizons and expand students' cultural development.

MFL

- We encourage our students to have respect for themselves and for others, and their beliefs.
 - We discuss festivals in Spanish speaking countries, such as Christmas, Easter and the Mexican Día de Los Muertos. We look at how they differ from the way we celebrate these or similar festivals in the UK.
 - We promote a positive ethos in our lessons, which encourages students to feel positive about language learning. For example, we encourage KS3 and KS4 students to make revision/end-of-unit posters, mind-maps, revision booklets or brochures to allow them to be imaginative and creative in their thinking to help them remember key language and grammatical points, but also motivate them to do well in languages.
 - We create a positive learning environment (with posters, displays with students' work or helpful key language...) to develop a positive ethos in and outside the MFL classroom to give students a sense of enjoyment and value for their personal learning, their success and also the success of others.
 - Our Schemes of Learning include activities (such as peer marking) so that all students are given the opportunity to appreciate their own work, but also the work of others.
 - Both our KS3 and KS4 Schemes of Learning include cultural items that allow students to develop their awareness of the world around them, open their minds to people and cultures from other countries so that they understand and accept differences.
 - We also aim to include an element of 'awe and wonder' through sharing amazing facts about language and languages where relevant in lessons.
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- KS3 students look at healthy and unhealthy diets and school rules.
 - In Years 10 and 11, students look at smoking and drug/alcohol dependency and students are encouraged to discuss what is right and wrong. They are encouraged to talk/write about eating disorders, alcohol dependency, drug addiction and smoking. Students also study a unit of work on environmental issues.
 - In KS5 students look at several relevant issues such as immigration, racism, environment, crime and world poverty all of which give rise to in depth debate.
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- In KS3 and 4, students discuss the family unit. Whilst students do not have to disclose their own family situation a number of different family models are used in examples.
 - We regularly include activities in our lessons (i.e. pair work/role plays/group work) that allow students to acquire good social skills, become good team players, but also self-reliant learners.
 - Students are encouraged to become Language Leaders and organise activities for younger and primary pupils.
 - Language Ambassadors help to lead our Language Leaders.
 - By its very nature, the study of MFL affords many opportunities to show an appreciation of other cultures. We challenge stereotypes and racist views and encourage acceptance and celebration of diversity.

- In Years 10 and 11, students look at the differences between, for example, the English school system and the Spanish school system. They are given the opportunity to discuss the pros and cons of wearing a school uniform as part of this unit as Spanish students do not wear uniform.
- In the past our Foreign Language Assistants shared information about where they live, what food they eat, and any celebrations that might happen in their home country.
- At KS3, students create restaurant/café menus, discover/discuss typical Spanish dishes and even cook some of them.
- Staff often bring in Spanish / Latin American food for pupils to sample.
- Students are also exposed to popular and traditional Hispanic music.
- KS3 Students are encouraged to visit Barcelona and KS4 and 5 students are offered the chance of a Spanish Exchange trip with our link school in Madrid

Music

Spiritual

- In order to promote confidence in performing and composing, pupils are encouraged to offer feedback and encourage their peers.
- Students are familiar with evaluations of performances and compositions, demonstrating their willingness and ability to reflect.
- Students may decide on a music career as a result of skills they have developed through creative composing or team work during performance.
- Pupils are encouraged to express their feelings verbally as well as written form.
- Looking at how music influences moods and behaviour, e.g. major verses minor tonality.

Moral

- Students develop individual and group performance skills.
- Students focus on why a particular piece of music is created, for an occasion for example and how a piece of music may reflect the feelings or intentions of the composer or piece of music.
- Students may focus on how music is used in a particular culture and how this genre is composed and performed.
- Students learn to appreciate various styles or genres of music and appreciate the performance of other students.

Social

- Students work individually, in pairs or groups within their class sets.
- We encourage the skills of independence, resilience and time management.
- Students are encouraged to understand the needs and ability of others.

- Teamwork is encouraged in order to be successful in composing and performing, e.g. ensemble performances at GCSE.

Cultural

- Students focus on a range of genres and styles of music – both from the Classical Music Tradition and modern music and pupils are encouraged to be open to the music from other countries and cultures.
- We encourage students to create their own music and to incorporate different musical influences in their own composition, particularly at KS4.
- At GCSE level, students study the work of particular composers and their musical context with the world or culture at the time of writing.
- Students are encouraged to get involved in the musical life of the school, through extra-curricular music activities, such as singing group, guitar group, pop bands or every two years getting involved in musical productions.
- Offering access to individual or group instrumental/vocal lessons with specialist peripatetic teachers.
- Immerse children to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience.

Maths

- Providing opportunities for students to reflect on the history of mathematics and its' cultural aspects
- Making students aware of the natural occurrence of mathematics
- Working together to solve problems
- Helping children recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.

History

- Looking at the creation and evolution of British society;
- Showing an awareness of the moral implications of the actions of historical figures.
- Developing the children's understanding of cause and effect and what we can learn from historical figures and societies.
- Exploring the beliefs and customs of communities in the past.
- Showing respect of historical evidence and primary and secondary sources and different opinions from the past.

Technology

- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives;

- Awareness of the moral dilemmas created by technological advances;
- How different cultures have contributed to technology and developing children's respect for inventions
- Opportunities to work as a team, recognising others' strengths, sharing equipment.
- Working as a team during whole school co-operatives
- Working in the Food Tech room to develop culinary skills from across different cultures and time periods

Science

- Encouraging reflection on the wonder of the natural world and beyond;
- Consideration of the impact of human actions on the environment;
- Awareness of the ways that science and technology can affect both society and the environment;
- Consideration of the moral dilemmas that can result from scientific developments;
- Appreciating different beliefs while basing judgements on evidence;
- Co-operation in practical activity;
- Raising awareness that scientific developments are the product of many different cultures and collaborations

RE

- Children learning about beliefs, values, and the concept of spirituality
- RE reflects on the significance of religious teaching in their own and others lives
- Developing a respect and tolerance for the right of others to hold beliefs different from their own
- Showing an understanding of the influence of religion on society
- Fostering appreciation and understanding of different cultures, religions and traditions
- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of social settings, eg. discussion of moral issues, cooperating well with others and being able to resolve conflicts effectively.
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different groups in the local, national and global communities.
- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- Understanding of the consequences of their actions
- Interest in investigating, and offering reasoned views about, moral and ethical issues.
- Willingness to reflect on their experiences

- a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.

GEOGRAPHY

- Opportunities for reflection on the creation, earth's origins, future and diversity
- Reflection on the fair distribution of the earth's resources and issues surrounding climate change
- Studies of people and physical geography giving students the chance to reflect on the social and cultural characteristics of society
- Giving students the opportunity to think about global issues and sustainability, such as Fair Trade, renewable sources of energy etc

PE

- Students reflecting on values surrounding competition which includes 'winning at all costs' as well as sportsmanship and fair play
- Students learning to handle success and defeat with dignity
- Giving time for focus group discussions on lesson objectives and outcomes as well as listening to other people's opinions and giving feedback
- Students being introduced to tactics and strategies in sport
- Students developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules
- Students discovering the role of sport and dance in society and the arts as well as learning dances from different traditions
- Students becoming aware of different cultural attitudes towards aspects of physical activity
- Students competing against schools around the North West sometimes from different cultures.
- Students experiencing different roles and the emotions that go with each role.
- Students are challenged to increase their personal fitness and know the role in society of being healthy and active and free from illness/disease
- Students learn that sport has rules to keep people safe as does society for the same reason
- Students are challenged to give 100% effort in lessons and have an ethos of encouraging others as they should in life.
- Students are asked to reflect on their actions and how this affects others in a team
- Students are taught to believe in themselves and what they can achieve if they have a 'can do' attitude.
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CITIZENSHIP

As part of Citizenship at GCSE, which is an optional subject, students learn the power of government, the role of citizens & parliament in holding those in power to account, different roles of the executive, legislative and judiciary. They also learn the different electoral systems used in and beyond the UK-considering how democratic process are used to influence decision locally and nationally. The local system in the UK, different sources of law and how complex problems can be solved by the law. Diverse national, regional, religious & ethnic identities in the UK and the need for mutual respect and understanding.

SMSC in Art

Spiritual development in Art

Our art and design learning journey is dependent on the students' ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. Pupils are encouraged to use their imagination and creativity, to explore ideas and feelings in works of art and express themselves through their own art and design activities. They should appreciate the achievements of other artists both contemporary and from the past and develop fascination, awe and wonder in the work of others.

Moral development in Art

Throughout the course students are encouraged to look at work that will often pose a moral question. The student's outcomes are supported with a rationale or a meaning that will often convey a message. Pupils are encouraged to talk about how artists and designers represent moral issues through their work

Social development in Art

Students work is celebrated throughout the school and is to be displayed in many areas. Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community. Students discuss and research a range of artists and art work, encouraging and developing communication skills. Pupils are encouraged to collaborate to create pieces of art work and respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class. They should recognise the need to consider the views of others to develop collaborative, cooperative and teamwork skills.

Cultural development in Art

Throughout the units of work explored at KS3 and KS4, students will develop their knowledge and understanding of artists' ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions.

Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. Pupils should reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts. In art and design they can explore a range of festivals and celebrations from our own and other cultures