



## Mill Chase Academy

### SMSC Policy

*Lead Governor: Chair*

*Senior Leadership Team Link: Steph Moral*

*Previous Review: May 2018*

*Next Review Due: May 2021*

*Ratified by Governors: 3<sup>rd</sup> Ma 2018*

#### **Introduction**

Spiritual, moral, social and cultural education helps students to develop personal qualities which are valued in a civilised society; for example: thoughtfulness, honesty, respect of differences, moral principles, independence and self-respect.

At Mill Chase Academy, SMSC is an integral part of every student's experience and a key feature of the success of the school. SMSC is delivered through all the elements of school life a student comes into contact with. This is evident in the curriculum that is planned, the way that the curriculum is delivered, the pastoral systems within the school and the opportunities (both regular and more unusual) that Mill Chase Academy provides.

SMSC underpins our learning and interactions as a school community. We believe that all students must have access to learning opportunities through a broad and balanced curriculum. The promotion of SMSC is linked intrinsically with our school values and ethos.

#### **What is SMSC?**

**SMSC** stands for **Spiritual, Moral, Social** and **Cultural** development. All schools (including Academies and Independent schools) in England must show a commitment to promoting the following aspects:

##### **Spiritual:**

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

**Moral:**

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

**Social:**

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.

**Cultural:**

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

**Aim**

- To be a community in which everyone is nurtured in order to maximise every individual's learning potential and achievement.
- To promote a broad and balanced curriculum that incorporates the principles of equality and promotes tolerance and respect.
- For all subject areas to contribute to the SMSC development of students within and outside of the classroom.
- To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, and prepare students for life in a diverse society and world.
- To maintain an inclusive ethos in our school, where everyone feels valued and respected.

**Strengths**

SMSC plays a significant part in a student's ability to learn and to achieve. SMSC is an integral part of the student experience at Mill Chase Academy and all curriculum areas have a contribution to make to our students' spiritual, moral, social and cultural development.

SMSC topics and concepts are a regular part of the student experience in all curriculum areas. This is supplemented by the Experience Days schedule which provides unusual experiences for students that develop their understanding of life beyond school.

Also, the system of mentor groups at Mill Chase Academy contributes through mentors to supporting the development of students and the vertical tutoring system that provides increased opportunity and encouragement for students to support one another as a community. Assemblies are a key feature of this system, including many that are delivered by the students themselves.

Furthermore, students are given many opportunities to extend their development outside of the scheduled day. Students are given opportunities to take on leading roles in the school, such as being members of the school council, student leaders, senior student leaders and Head Boy/Girl positions offer opportunities for students to contribute significantly to the life of the school and their own personal development. Extra-curricular activities also extend this further.

Additionally, extra support for students when they require it is provided through the robust pastoral care system. Key features of this include Mentors, the Academic and Pastoral Leader role, the Pastoral Support and Guidance Team, the Hub and the Bridge.

All students are consistently encouraged and required to be positive members of the community through the promotion of a culture of respect. Any failure to live up to this is dealt with through the school behaviour policy. Support is offered in correcting behaviours and allowing students to grow and learn.

The following audit of SMSC demonstrates some of the ways in which each area of the school contributes to how SMSC is delivered

**Detailed evidence from department areas:**

**APL/Pastoral Team**

<p><b><u>Spiritual:</u></b></p> <ul style="list-style-type: none"> <li>• Assembly themes &amp; student assemblies</li> <li>• Extra-Curricular – DofE for example</li> <li>• Student leader role</li> <li>• Peer mentoring – senior student leaders</li> <li>• Buddy system for new or vulnerable students</li> <li>• One to one sessions with mentor or PA's</li> <li>• Mentor group assemblies</li> <li>• Team building activities</li> <li>• Remembrance service – town wide</li> <li>• Senior student leader interviews for Head Girl/Boy</li> <li>• House competitions and individual competitions</li> <li>• Participation in charity events, raising money for charities</li> <li>• Rewards events</li> <li>• Student voice, school council</li> <li>• Student voice collaboration with Trust schools</li> <li>• Academic mentoring</li> <li>• Targets, developing and encouraging individual success</li> <li>• Thought for the fortnight in</li> </ul>	<p><b><u>Moral:</u></b></p> <ul style="list-style-type: none"> <li>• Reflection on incidents, understanding roles within an incident and the consequences, restorative work</li> <li>• Engagement and behaviour for learning – student voice and involvement in creating whole school approaches – the posters in classrooms and Golden Rules were created by feedback from the students</li> <li>• Anti-bullying assemblies, school wide events, school charter</li> <li>• Remembrance service – town wide</li> <li>• Student voice, school council</li> <li>• Student voice collaboration with Trust schools</li> <li>• One to one sessions with mentors or PA's to discuss and work through issues/areas</li> <li>• Re-integration meetings/disciplinary warning &amp; meeting process</li> <li>• Behaviour for learning and zero tolerance policy</li> <li>• Reconciliation &amp; mediation with students/staff after an incident</li> <li>• Bridge programme – opportunity to learn and make changes to be</li> </ul>
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<p>registration time</p> <ul style="list-style-type: none"> <li>• Emotional literacy – ELSA for identified individuals</li> <li>• Experience Days</li> <li>• PALS group</li> <li>• VT System</li> </ul>	<p>successful</p> <ul style="list-style-type: none"> <li>• Thought for the fortnight in registration time</li> <li>• Use of outside agencies &amp; working with them for the benefit of the students</li> <li>• Strong pastoral team/work across the school</li> <li>• PALS group</li> </ul>
<p><u>Social:</u></p> <ul style="list-style-type: none"> <li>• VT system throughout the school</li> <li>• House system</li> <li>• Anti-bullying assemblies, school wide events, school charter</li> <li>• School trips and events</li> <li>• Registration group assemblies</li> <li>• Student leader work – helping at school events, completing tours, speaking to visitors, taking part in interviews</li> <li>• Behaviour for learning policy within the school</li> <li>• Interviews such as careers, college</li> <li>• Pastoral group work opportunities – PA's working with small groups to work through issues</li> <li>• House competitions</li> <li>• Buddy for new or vulnerable students</li> <li>• New Intake day – team work and welcoming new members to the school</li> <li>• Peer mentoring – senior student leaders</li> <li>• Whole school assemblies</li> <li>• Use of outside agencies &amp; working with them for the benefit of the students</li> <li>• Student voice, school council</li> <li>• Experience Days</li> <li>• PALS group</li> </ul>	<p><u>Cultural:</u></p> <ul style="list-style-type: none"> <li>• Registration group assemblies</li> <li>• Assemblies</li> <li>• Gideons assembly</li> <li>• Thought for the fortnight in registration time</li> <li>• VT system</li> <li>• Student voice, school council</li> <li>• Student voice collaboration with Trust schools</li> <li>• Experience Days</li> </ul>

### Art and Design

In our department, SMSC is principally developed through discussion, questioning, reflecting, sharing and the final outcome of a piece of work.

<u>Spiritual:</u>	<u>Moral:</u>
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<p>Self - portrait work – investigating self, self awareness and character.</p> <p>Portrait work based on an idol – who is an inspiration to you and why? Choice of person, enjoyment of task as it is someone they admire and can relate to.</p> <p>T.S Eliot “Cats” poems – research and understanding into characters, attitudes, feelings, values and illustrating this through a drawing of the character. Questioning techniques to encourage students to think deeply around areas related to character, beliefs and values.</p> <p>Masks – researching and investigating characters, beliefs, values, attitudes, feelings, traditions, human condition.</p> <p>Aboriginal paintings and drawings – beliefs, feelings, human condition, values, questioning techniques to encourage students to think deeply around areas related to character, beliefs, traditions and values.</p> <p>Class discussion for inspiration, sharing, developing, talking about their own work and the work of others and artists.</p> <p>Celebrating the work of each student, respecting and encouraging. Work on display and shared in lessons.</p>	<p>T.S Eliot “Cats” – discussion of consequences in relation to some of the actions of the characters.</p> <p>During all lessons across all years – listening to others, being listened to, supporting each other and sharing.</p> <p>Exploring how motivation, attitude and behaviour can affect their own outcomes as well as the outcomes of others.</p> <p>Encouraging respect of displays.</p> <p>Encouraging the diversity of opinions, preferences, dislikes &amp; likes when looking at others work and the work of artists – respect for this.</p> <p>Respect of materials &amp; equipment and responsibility for looking after these – consequences of this etc.</p>
<p><u>Social:</u></p> <p>Working in pairs/small groups.</p> <p>Respect of peers and staff – general expectations.</p> <p>Respect of others work and opinions when discussing in small or large groups.</p> <p>Celebration of work on display in the classroom and around the school.</p> <p>Discussion of beliefs, attitudes, characters, relationships, traditions in the Mask, Cats &amp; Aboriginal projects.</p>	<p><u>Cultural:</u></p> <p>Developing knowledge of cultural beliefs, attitudes, traditions and values within Portrait, Aboriginal and Masks.</p> <p>Comparing cultures with their own and looking at the diversity across different cultures.</p> <p>Art history from around the world is part of every project.</p>

## **Bridge/Inclusion**

<p><b><u>Spiritual:</u></b></p> <p>We allow students to discuss views with each other in a monitored and appropriate environment. This we feel, allows them to grow, listen and respect others opinion and views.</p> <p>We have collected resources over a period of time to allow students to express their creativity; this could be something as simple as a visual resource.</p> <p>Our ACE alternative curriculum includes opportunities to address and/or discuss topical issues as well as working effectively with peers. The self-esteem and confidence of students as learners is able to develop through the focussed small group and achievements of the non-curricular activities.</p>	<p><b><u>Moral:</u></b></p> <p>1 to 1 support for individual pupils who display anger and behaviour issues.</p> <p>Students are encouraged to talk to their peers that they trust so that they build a relationship amongst Bridge Students.</p> <p>We also hold group discussion on positive and negative actions enabling students to consider others ways of dealing with problems and issues that arise on a daily basis in and out of school.</p> <p>ACE curriculum topics also cover all of the above.</p>
<p><b><u>Social:</u></b></p> <p>We encourage students to work together as a team, supporting and encouraging one another.</p> <p>Staff members role model positive working relationships to demonstrate to students the importance of working as a team and supporting each other.</p> <p>ACE lessons are delivered in small groups which allows students the opportunity to develop their confidence and skills in working with other peers. With smaller groups, staff are able to encourage and facilitate a positive, effective and constructive learning environment with students who find this challenging in mainstream lessons.</p>	<p><b><u>Cultural:</u></b></p> <p>We are frequently asked by students our opinions on ways of life regarding cultural issues i.e. traveller community or life in general.</p> <p>We normally open a group discussion with the students so that they can gain a broader view of a diverse society.</p> <p>ACE lessons address topics of cultural interest as appropriate and as raised.</p>

## Computing

In this department, SMSC is principally developed through embedding the different strands throughout the curriculum relating to the pupils experience of computing activities.

<p><u>Spiritual:</u></p> <p>-Year 9 GCSE Computer Science Artificial Intelligence Unit. Looking at Alan Turing and especially the story leading to his death.</p>	<p><u>Moral:</u></p> <p>-Year 7 E-Safety Autumn 1 understanding the principles that keep themselves and others safe online.</p> <p>-Year 8, 9, 10, 11 through starter activities considering topical issues around remaining safe online.</p> <p>GCSE Computer Science – Considers several ethical issues in the UK and around the world relating to the use of computers.</p>
<p><u>Social:</u></p> <p>-Year 10 – ICT Option Course. Look in detail how Social Media and E-Safety affects different groups in our society. Pupils then have to communicate in different ways to these groups (5-7, Teenagers, Parents and Guardians).</p>	<p><u>Cultural:</u></p> <p>-GCSE Computer Science – The development of Artificial Intelligence and the impact on their culture now and in the future.</p>

## Drama

Year 7 - we focus very heavily on how to work as a team and good communication skills for the first part of year 7, making it clear that everybody is an integral player in any group and where we can also use these skills in life both now and later on.

The Disappearance - a unit about a missing girl. The students have to consider all those involved e.g. parents, police etc to enable them to understand and empathise with different groups of people. They also look at the perspective of the missing girl and try to step into the shoes of someone who is alone and frightened and what impact that might have both now and in the future.

Year 8 - Homelessness - In January students explore who and why people become homeless and look at the perspectives of both homeless people and society. We spend time focusing on why children become homeless and students use drama to explore both the reasons and the outcomes of children

in this situation.

Year 9 - Devising project - students are given a stimulus to interpret involving scenes of war, destruction and poverty. They are given the freedom to explore an avenue of their choice using practical drama. We encourage students to explore and question war which usually links to religion and/or politics in some way and the students use their understanding to create a piece of theatre with a clear moral and or social issue.

Drink driving - we explore a text 'Too Much Punch for Judy' which is about a girl who kills her sister in a drink driving accident. From here we explore questions about society attitudes to DD, who is responsible (e.g. is sister responsible for getting in car with drunk sister?) and look at the aftermath of the situation and who is involved/affected by it.

This usually raises many questions for students as many of them have seen these accidents in the media or perhaps closer to home and they are encouraged to discuss their attitudes towards this issue to gain a better understanding. From here we naturally fall into 'Life and Death' and 'heaven and hell' which again promotes a lot of discussion about morality, religion, spirituality and our belief structures as a society.

Year 10 - we explore a devising unit about secrets and lies which questions morality and life choices. During this unit we also cover important issues involving social media, cyber bullying, sexting, adoption and related topics to encourage students to research and understand the consequences of the decision that we make in life and the impact they can have on others.

Year 11 – we study a play called 'Things I know to be True' which tackles a range of sensitive issues within a family. Examples include the impact of divorce, gender reassignment, financial choices, depression and suicide. Students use this to consider and discuss with a view to exploring these issues through practical drama.

Bouncers - a play exploring the nightlife in Britain and binge drinking. This play is a comedy with a very dark subtext which encourages students to look beneath the fun aspects of alcohol and to focus on how we as a society behave and the impact this has on us as people.

## **English**

In this department, SMSC is principally developed through a range of reading materials. The choices of novels, poems and non-fiction allow us to discuss SMSC issues.

In addition to this, our choice of stimulus when completing writing tasks can also require students to think about these wider issues in more depth.

<p><u>Spiritual:</u></p> <p>-There are always opportunities for students to think of themselves as a leader when discussing issues as part of smaller groups. We study key characters in novels and ask students to empathise with them so they can discuss how they might react in a similar situation.</p> <p>Key themes also ask students to consider the spiritual side in human nature – are we all capable of evil? (Jekyll and Hyde.) How should we treat each other? (Wonder.)</p>	<p><u>Moral:</u></p> <p>-There are many moral dilemmas given to students. When working on writing skills in particular to argue and persuade, we ask students to consider issues such as the death penalty, corporal punishment in schools, banning tobacco entirely etc. We look at how the government and media speak to us and the issues that are pushed through to us as a population.</p> <p>We also focus on moral arguments when reading particular texts – how far should science interfere with the natural order? (Frankenstein.) How should we behave towards discrimination (Of Mice and Men, To Kill a Mockingbird.)</p>
<p><u>Social:</u></p> <p>Many opportunities to use group work to develop their skills and themselves. We try to encourage students to take on different roles at different times – they might ‘chair’ a discussion, they might take notes, they might be the creative input etc. We try to give them a range of skills to work on in different contexts.</p> <p>They also need to consider wider social issues when reading novels – equality between upper and lower class (An Inspector Calls, Jekyll and Hyde, Pride and Prejudice), and reflect on whether that is still relevant today.</p>	<p><u>Cultural:</u></p> <p>We study texts from our literary heritage (Shakespeare, Dickens, Bronte, Shelley etc.) and investigate how they have shaped the language and ideas in literature today. We also study texts from other cultures – focusing on a range of poetry (John Agard, Imtiaz Dharker) and novels (Harper Lee, Steinbeck) from a range of cultures.</p>

### **Experience Days**

Experience Days are designed to enhance the SMSC provision at Mill Chase Academy by directly dealing with important life issues with the students and providing them with valuable “life experience”.

<p><u>Spiritual:</u></p>	<p><u>Moral:</u></p>
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<p>-Star Student. Year 7. Provides a range of sessions to consider what it is to be a “star student”.</p> <p>-Choices Choices. Year 8. Students consider their future by considering the likely outcomes of different courses of action with a focus on careers.</p> <p>-What Next? Year 10. Students consider aspects of their own future and what they want from it as they are provided with sessions on universities as well as colleges.</p> <p>-Safety. Year 9. A day focusing on the importance, and means by which, to keep themselves safe. Promotes feelings of self-worth and includes issues such as the emotional aspects of a healthy relationship.</p>	<p>-Family Life. Year 10. Students consider issues relating to modern family life.</p> <p>-Adult Relationships. Year 11. Students develop their understanding of consent.</p> <p>-Election Day. Year 10. Students create their own political parties with policies and debate the merits of those policies for society, culminating in an election. A chance to engage with our local MP.</p> <p>-Law. Year 8. Students consider the justice system after they “witness” a “crime”, staged by the Drama department. This culminates in them being informed jurors for the court scene that ends the day. This is followed the next day by a visit from the Prison Me, No Way charity that provide prison officers to talk about the consequences of crime.</p> <p>-Exploitation and Radicalisation. Year 9.</p> <p>-Growing up with the Internet. Year 7.</p>
<p><u>Social:</u></p> <p>-Welcome! Year 7. A team building day to focus on the creation of positive relationships within school.</p> <p>-Diversity Day. Year 8. Students consider their own attitudes by putting themselves in the shoes of different segments of society, such as disabled people and immigrants to the UK.</p> <p>-Relationships, Wellbeing and Mental Health. Year 8. Students develop a better understanding of the issues that affect the people around them, if not themselves.</p> <p>-Dream Big. Year 7. Students are encouraged to get involved in the school community by being given the opportunity to pitch ideas on what they want from their school to the SLT.</p>	<p><u>Cultural:</u></p> <p>-Diversity Day. Year 8. Students consider their own attitudes by putting themselves in the shoes of different segments of society, such as disabled people and immigrants to the UK.</p>

-Interview Day. Year 11. Students do a range of activities focused on their opportunities beyond school, centred around a mock interview with a business expert from the local community and the advice they receive on their performance.

**Geography**

In this department, SMSC is principally developed through a consideration of a wide variety of social and cultural issues. It is present throughout most units, examples given below.

**Spiritual:**

-Impossible Places: KS3 – Exploring the land owned by the Hualapai tribe and the issues surrounding its development (also Moral). Is gambling and money more important than spiritual land and ancestry?

**Moral:**

-Development – KS3: Considering the difficulties those with lower incomes face across the whole unit – UK and abroad.

-Earthquakes-KS3: Indian Ocean Tsunami – the choices of survival versus support and discussion on the spending of aid/ funds raised for recovery

-Changing Cities and Global Development. KS4. Environmental issues and balance between TNC Top down initiatives versus NGOs and bottom up projects.

**Social:**

-Sustainable Bordon – KS3: Working together to survey the local community, producing an overview of opinions. Linked to KS4 Ecotowns/Settlement Unit.

-Field Trip. KS4. Students apply teamwork and leadership to complete a fieldwork project.

KS4 – Weather and Climate – Social implications of hurricanes and droughts in developed/developing countries (USA/Haiti and Ethiopia/USA).

**Cultural:**

-Students consider a wide variety of cultural aspects throughout most Geography units.

For example:

-Amazing Places – KS3: USA/ Dubai.

-Exploring Africa – KS3: Maasai Tribe/ Life in Lesotho (Karabo).

-Changing Cities – Population inequality in Birmingham and Mexico City – comparing ethnicity/cultural groupings.

-Population Change – KS4: China – child

	policy/ Singapore – 3 or more. Impacts of migration and brain drain.
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## History

In this department, SMSC is principally developed through the diversity of past people, places and events featured in lessons.

<p><u>Spiritual:</u></p> <ul style="list-style-type: none"> <li>• Consideration of Medieval Catholicism, including notions of heaven, hell and purgatory (yr7).</li> <li>• Study of European and English reformation. Includes doctrinal differences between Catholic and Protestant (yr 7).</li> <li>• Exploration of missionary zeal through study of British Empire (yr8).</li> <li>• Evaluation of role of religion in Indian Mutiny (yr8).</li> <li>• Enquiry into spiritual resistance under the Nazis (KS4). Dietrich Bonhoeffer and Cardinal Galen.</li> <li>• Exploration of significance of key individuals in history (all years).</li> <li>• Various activities require <b>creative</b> solutions. E.g. photo stories, visual metaphors, voice-overs etc.</li> </ul>	<p><u>Moral:</u></p> <ul style="list-style-type: none"> <li>• Lesson asking how tolerant were the middle ages? Focus on treatment of Jews and women (yr7).</li> <li>• Various decision making exercises, including making a peace treaty in 1919, deciding whether to drop the atomic bomb in 1945 (all years).</li> <li>• Consideration of blame/culpability in trans-Atlantic slave trade, Holocaust, Irish famine and other examples from the past (yr8-11).</li> </ul>
<p><u>Social:</u></p> <ul style="list-style-type: none"> <li>• Various opportunities for group work. Allocation of roles. Emphasis on effective speaking and listening.</li> <li>• Discursive subject – clear rules for class discourse.</li> <li>• Paired talk a major feature of every lesson.</li> </ul>	<p><u>Cultural:</u></p> <ul style="list-style-type: none"> <li>• Considerable use of cultural sources used in lessons, including paintings, literature, music, poetry and buildings (all years).</li> <li>• Great use made of museum and gallery exhibits. E.g. students write to NPG and design audio guide for British Museum as end tasks at KS3 and KS4.</li> <li>• Comparison of Weimar culture and Nazi ideas at KS4.</li> </ul>

## Mathematics

In this department, SMSC is principally developed through group work and students working collaboratively to solve problems or support each other.

<u>Spiritual:</u>	<u>Moral:</u>
<u>Social:</u>  -Group work – tarsia activities, number loops, problem solving.	<u>Cultural:</u>

### **Modern Foreign Languages**

In this department, SMSC is principally developed through the exploration of language through the topic areas detailed below.

<u>Spiritual:</u>  -Family situations  -Relationships (family and friends)  -Hobbies  -Character	<u>Moral:</u>  -Drugs  -Alcohol  -Smoking  -Youth issues  -Environment and environmental issues  -Social issues close to home  -Technology  -Media
<u>Social:</u>  -Relationships (family and friends)  -Talking about family  -Exploring social issues and equality	<u>Cultural:</u>  -Traditions  -Festivals  -Countries and flags

<ul style="list-style-type: none"> <li>-Local area</li> <li>-School</li> <li>-Bullying</li> <li>- use of technology and social media</li> </ul>	<ul style="list-style-type: none"> <li>-Celebration days</li> </ul>
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## **Music**

In this department, SMSC is principally developed through encouraging pupils to take part in music from a variety of cultures, and developing their own creativity.

<p><b><u>Spiritual:</u></b></p> <p>Pupils have the opportunity to develop their own ideas and be creative in every unit. There should be authentic musical moments in every lesson which give the opportunity to inspire pupils: either watching or listening to a professional performance, or listening to other student work.</p> <p>Developing the ability to practise an instrument independently increases pupils' self-motivation and self-confidence. The best examples of this are in expressive composition work at KS3 and KS4 Performance.</p>	<p><b><u>Moral:</u></b></p> <p>Music provides and promotes a way for pupils to express themselves in a positive way, rather than in any way which might have a negative impact on others.</p> <p>Studying varying styles of music also increases pupils' emotional awareness.</p>
<p><b><u>Social:</u></b></p> <p>Music involves lots of group work and good relationships are needed in order to make progress.</p> <p>Year 7 and 8: all projects include modelling good teamwork, being able to rehearse productively as a group, being able to work flexibly in different groups.</p> <p>This develops in Year 9 with preparation led by students to produce mini concerts.</p> <p>KS4: pupils have to prepare and perform a 15 minute concert to include ensemble and solo performances. This encourages good working relationships outside the</p>	<p><b><u>Cultural:</u></b></p> <p>Learning about the cultural context of music is crucial and this is covered in every unit by looking at a brief history of the time and place in which the music emerged. Some examples include:</p> <p>Pupils' own culture:</p> <ul style="list-style-type: none"> <li>Year 7 Film</li> <li>Year 8 Jazz</li> <li>Year 9 Song writing</li> <li>Year 10 Unit 203</li> <li>Year 11 Unit 233</li> </ul>

classroom as well as in lessons.	Other cultures: Year 7 Italian Baroque composers Year 8 Reggae Year 9 Blues Year 10 Unit 209
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### **Physical Education**

In this department, SMSC is principally developed through a strong focus on SMSC in all team games, in and outside of the curriculum, and in how we compete with fair play and respect.

In addition, this year we have introduced Outdoor Adventure Activities onto our curriculum. This activity runs in year 8 and builds upon the work that is done with Year 7 in their first Experience Day. The Year 8 OAA Unit of work allows students the opportunity to develop; team building, communication, trust and develop problem solving skills.

In KS4, students have the opportunity to select Taekwondo as one of their curriculum choices. Whilst delivering this activity, the key focus is on Rights, Respect and Responsibility.

<p><b><u>Spiritual:</u></b></p> <p>Sport gives a wonderful opportunity to develop individual character and boost self-esteem. We take every opportunity to enable every student the opportunity to develop Physically and mentally within our practical curriculum.</p>	<p><b><u>Moral:</u></b></p> <p>KS3, KS4 core PE and GCSE Practical, Interhouse competitions and in all after school fixtures and competitions – Focus on Fair Play and Respect. Win and lose with dignity.</p> <p>Focus on Rights, Respect and Responsibility in Taekwondo in Year 9 and Year 10 Core Options.</p>
<p><b><u>Social:</u></b></p> <p>KS3 Theory and GCSE PE – Theory – Participation in Sport.</p> <p>Year 7 experience day 1 – Communication.</p> <p>OAA unit of work in Year 8.</p> <p>Focus on Rights, Respect and Responsibility in Taekwondo in Year 9</p>	<p><b><u>Cultural:</u></b></p> <p>KS3 Theory and GCSE PE – Theory – Participation in Sport and Role Models in Sport.</p>

## **Religious Education**

In RE, SMSC is both explicit and implicit throughout the curriculum. The curriculum is organised around big questions that are considered across a year as an overarching theme, as a main question across a unit or a lesson focus that contributes to this wider understanding. Important SMSC themes are considered directly through these questions, whilst activities such as creative projects and practicing discussing difficult topics in a meaningful way also contribute to the personal development of students.

<p><b><u>Spiritual:</u></b></p> <p>There are various spiritual activities that focus primarily on the individual, with the learning working from their own perspectives whilst encouraging introspection.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Spirited Arts national competition. Completed around a given theme by KS3 in collaboration with the Art department. For instance, this year was "Making Peace." Last year it was "Could Britain be a Rainbow Nation?"</li> <li>-Year 7. A photography project that enables students to express their own celebrations of diversity.</li> <li>-Year 10 GCSE. Creative responses to the idea of love. These are then used to stimulate class discussion.</li> </ul>	<p><b><u>Moral:</u></b></p> <p>Moral issues are the direct focus of many lessons. Students are required to consider different viewpoints and express their own in a coherent fashion, including considering the impact of different ideas on society.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>-“Should we all follow the idea of agape?” (Year 7).</li> <li>-“Can war ever be a good thing?” (Year 8).</li> <li>-“Should the UK reintroduce the death penalty?” (Year 10 Core RE).</li> <li>-“Can abortion ever be acceptable?” (Year 11 GCSE).</li> </ul> <p>Our regular Question Time event with expert guests, such as Philosophy professors and members of the clergy, encourages students to think more broadly on moral issues. So too does the regular “interview” homework in which students interview adults they know about key issues.</p>
<p><b><u>Social:</u></b></p>	<p><b><u>Cultural:</u></b></p>

<p>Social issues are discussed and explored regularly. For instance, the theme of Year 7 is “How should a community act?”</p> <p>In the GCSE option the Human Rights and Conflict units particularly consider the relationships between personal belief and society. The Relationships unit considers the changing attitudes of society to gender roles and homosexual relationships.</p> <p>In Year 10 core, the X vs. Y unit considers the question, “What ideals should we base our society on?”</p> <p>Tasks such as challenges, competitions and discussion work provide many opportunities to develop positive social skills and attitudes.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>-A group challenge to persuade others who the most inspirational Civil Rights figure is.</li> <li>-The “Argument Grandmaster” challenge in Year 8, where students work together to try and beat the teacher in a debate about the value of human life.</li> <li>-The Newspaper Challenge with Year 10 in the Life unit of the GCSE option.</li> </ul>	<p>Considering a variety of cultures is core to RE.</p> <p>KS3 includes a consideration of Christianity, Sikhism and Islam. The optional GCSE focuses on Christianity and Islam. The core RE course in KS4 also considers Buddhism and elements of Hinduism. All of these will also consider other examples where there is an interesting comparison to be made.</p> <p>In addition to this, the viewpoints and cultures of the students, religious and non-religious, are regularly the starting point or a point of comparison within the above topics.</p>
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<p><u>Spiritual:</u></p> <p>Universe and our place within it. KS3 and KS4.</p>	<p><u>Moral:</u></p> <p>Stopping distances, safety regarding acids, extinction, global warming, human impact, recycling, plastic ocean, polymers, bioaccumulation. KS3 and KS4.</p>
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Social:

Sound waves, stem cells, genetic engineering, drugs, smoking, alcohol, nuclear catastrophes like Chernobyl, renewable energy, mining, quarrying and pollution. KS3 and KS4.

Cultural:

Inheritance, variation, epidemics, contraception and evolution. KS3 and KS4.

**Science**

**SENDCO**

Spiritual:

Speech, Language and Communication Needs (SLCN) and Emotional Literacy Support Assistant (ELSA) intervention – vocab development, understanding expressions, body language and understanding feelings and emotions.

Comprehension work – discussion and questions on plot and character.

Moral:

ELSA work – the focus is determined by the needs of the student. Frequent areas are: friendships, bullying, self-confidence and self-esteem, emotions and feelings, anger etc.

ASD student work: one-to-one sessions to discuss and develop strategies, identifying areas of misunderstanding/confusion, breaking down barriers etc. Some areas covered are the same as those for ELSA students.

Social:

ELSA/SLCN/ASD – determined by the needs of the individual/small group. E.g. reading together, plays for example. Supporting each other whilst working together on aspects of language

Cultural:

This has been touched on through ELSA & ASD sessions.

We do have a reading/literacy scheme which is for traveller students specifically.

development.

ASD/SEMH – Lego Therapy intervention. Focus is on developing communication and interaction skills and students' group work skills i.e. their ability to articulate, communicate effectively, deliver and follow instructions.

## SLT

### Spiritual:

- Assembly themes & students assemblies
- Student leader role
- Peer mentoring – senior student leaders
- Buddy systems for staff and students
- Participation in charity events
- Remembrance service – town wide
- Rewards events
- Student voice, school council
- Student voice collaboration with Trust schools
- Academic mentoring
- Thought for the fortnight in registration time
- Experience Days
- Mentors and one to one sessions for students
- Targets, developing and encouraging individual success
- Strong pastoral team/work across

### Moral:

- Reflection on incidents, understanding roles within an incident and the consequences, restorative work
- Engagement and behaviour for learning – student voice and involvement in creating whole school approaches – the posters in classrooms and Golden Rules were created by feedback from the students.
- Anti-bullying assemblies, school wide events, school charter
- Remembrance service – town wide
- Student voice, school council
- Student voice collaboration with Trust schools
- One to one sessions with mentors or PA's to discuss and work through issues/areas
- Re-integration meetings/Disciplinary warning &

<p>the school</p> <ul style="list-style-type: none"> <li>• Emotional literacy – ELSA for identified individuals.</li> <li>• VT system</li> <li>• PALS group</li> </ul>	<p>meeting process</p> <ul style="list-style-type: none"> <li>• Behaviour for learning and zero tolerance policy</li> <li>• Reconciliation &amp; mediation with students/staff after an incident</li> <li>• Bridge programme – opportunity to learn and make changes to be successful</li> <li>• Thought for the fortnight in registration time</li> <li>• Use of outside agencies &amp; working with them for the benefit of the students</li> <li>• Strong pastoral team/work across the school</li> <li>• PALS group</li> </ul>
<p><u>Social:</u></p> <ul style="list-style-type: none"> <li>• VT system throughout the school</li> <li>• House system</li> <li>• Anti-bullying assemblies, school wide events, school charter</li> <li>• School trips and events</li> <li>• Cantata event with all local schools in December</li> <li>• Registration group assemblies</li> <li>• Student leader work – helping at school events, completing tours, speaking to visitors, taking part in interviews</li> <li>• Behaviour for learning policy within the school</li> <li>• Interviews such as careers, college</li> <li>• House competitions</li> <li>• Buddy system – students and staff</li> <li>• New Intake day – team work and welcoming new members to the school</li> <li>• Peer mentoring – senior student leaders</li> <li>• Whole school assemblies</li> <li>• Use of outside agencies &amp; working with them for the benefit of the students</li> <li>• Student voice, school council</li> </ul>	<p><u>Cultural:</u></p> <ul style="list-style-type: none"> <li>• Registration group assemblies</li> <li>• Assemblies</li> <li>• Gideons assembly</li> <li>• Thought for the week in registration time</li> <li>• VT system</li> <li>• Student voice, school council</li> <li>• Student voice collaboration with Trust schools</li> <li>• Experience days</li> <li>• Cantata event with all local schools in December</li> <li>• Whole school trips</li> </ul>

<ul style="list-style-type: none"> <li>• Experience days</li> <li>• Transition work with Year 5 &amp; 6</li> <li>• PALS group</li> </ul>	
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**Technology**

In this department, SMSC is developed through everything we do. This is both through the topics we deliver and even more so the way in which students engage with that work.

<p><u>Spiritual:</u></p> <p>The designing and making of their own, unique, products that they have created.</p>	<p><u>Moral:</u></p> <p>Issues such as recycling, the 6Rs, sweat shops and the moral issues associated with buying products from countries such as China.</p>
<p><u>Social:</u></p> <p>How the students work with one another such as very regular peer feedback, considering every idea as a designer might in a street survey/focus group.</p>	<p><u>Cultural:</u></p> <p>Gaining inspiration from a wealth of cultural and natural influences.</p> <p>For example, Diwali kites and patterns inspired from Indian sources.</p>

**RATIFICATION DATE AND CHAIR'S SIGNATURE**

Ratified/Signature:

Print Name:

Date: