



SMSC Policy

Lead Governor: Chair

SLT Link: Mrs Moral

Next Review Due: May 2024

Ratified by governors: 27th May 2021

Introduction:

Spiritual, moral, social and cultural (SMSC) aspects of learning are a key feature of the success of a school. SMSC 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 Oakmoor School, SMSC is an integral part of every students experience, it 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 curriculum is delivered, the pastoral systems within the school and the opportunities that Oakmoor School 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 Oakmoor School 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 individual experiences for students that develop their understanding of life beyond school.

Also, the system of mentor groups at Oakmoor School contributes through mentors supporting the development of students through the vertical tutoring system. This 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, prefects and Head Students in Year 11. These 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, Link 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:

<p><u>Spiritual:</u></p> <ul style="list-style-type: none"> • Assembly themes & students assemblies • Extra-Curricular – DofE for example • Student leader role • Peer mentoring – senior student leaders • Buddy system for new or vulnerable students • One to one sessions with mentor or PA's • Mentor group assemblies • Team building activities • Remembrance service – town wide • Senior student leader interviews for Head Student roles • House competitions and individual competitions • Participation in charity events, raising money • Rewards events • Student voice, school council • Academic mentoring • Targets, developing and encouraging individual success • Thought for the fortnight in registration • Emotional literacy – ELSA for identified individuals. • Experience Days • VT System • Kindness campaign 	<p><u>Moral:</u></p> <ul style="list-style-type: none"> • 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. • Kindness and anti-bullying assemblies, school wide events, school charter • Remembrance service – town wide • Student voice, school council • One to one sessions with mentors or PA's to discuss and work through issues/areas • Re-integration meetings/disciplinary warning & meeting process • Behaviour for learning and zero tolerance • Reconciliation & mediation with students/staff after an incident • Bridge programme – opportunity to learn and make changes to be successful • Thought for the fortnight in registration • Use of outside agencies & working with them for the benefit of the students • Strong pastoral team/work across the school • Kindness campaign
<p><u>Social:</u></p> <ul style="list-style-type: none"> • VT system throughout the school • House system • Kindness and anti-bullying assemblies, school wide events, school charter • School trips and events • Registration group assemblies • Student leader work – helping at school events, completing tours, speaking to visitors, taking part in interviews • Behaviour for learning • Interviews such as careers, college • Pastoral group work opportunities – PA's working with small groups to work through issues • House competitions • Buddy for new or vulnerable students 	<p><u>Cultural:</u></p> <ul style="list-style-type: none"> • Registration group assemblies • Assemblies • Gideons assembly • Thought for the fortnight in registration time • VT system • Student voice, school council • Experience Days

<ul style="list-style-type: none"> • New Intake day – team work and welcoming new members to the school • Peer mentoring – senior student leaders • Whole school assemblies • Use of outside agencies & working with them for the benefit of the students • Student voice, school council • Experience Days 	
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SEND & Inclusion

<p><u>Spiritual:</u></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' opinions and views.</p> <p>Our mentoring and ELSA processes includes opportunities to address and/or discuss topical issues as well as how to work effectively with peers.</p> <p>The self-esteem, well-being and confidence of students as learners is developed through focussed intervention and small group activities.</p> <p>Students are encouraged to express themselves through art as appropriate and necessary.</p>	<p><u>Moral:</u></p> <p>Targeted support for individual pupils who have emotional difficulties and/or portray negative behaviour. Focused topics are discussed as required for example respect for oneself and others, tolerance of peers and understanding of expectations in school and society.</p> <p>Students are encouraged to develop their social skills and build positive working relationships.</p> <p>We hold group/1 to 1 discussions on potential consequences related to individual actions and choices. This supports students to develop their awareness and associated skills to manage their emotions, behaviours and awareness of their world around them.</p> <p>Reward time is provided to students who portray positive learning behaviours in order to raise self-esteem, boost mental health and increase self-confidence. For Bridge students this also develops a positive growth mind-set where previously it has been negative.</p>
<p><u>Social:</u></p> <p>We encourage students to work together with peers and staff in a supportive, respectful and encouraging manner.</p> <p>Staff model positive working relationships to demonstrate to students the importance of working as a team and supporting each other.</p> <p>Small group/1 to 1 allows students to develop their social skills, confidence and peer</p>	<p><u>Cultural:</u></p> <p>Staff encourage students to share their knowledge and awareness of cultural topics. We use these discussions to educate and correct misconceptions or inappropriate/unhealthy points of view.</p> <p>We encourage students to bring ideas and interests into the classroom to be discussed/displayed, which are individual to their own culture and beliefs. National and</p>

<p>interaction. 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>Staff take time and build in opportunities to mentor and support student's holistic needs as appropriate and necessary. We encourage older students to support the learning of younger students where appropriate.</p>	<p>International days are recognised and celebrated within the department.</p>
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Computing

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

Key Examples	
<p><u>Spiritual:</u></p> <p>-Year 8 Computer Science Artificial Intelligence Unit. Looking at Alan Turing and especially of the story leading to his death.</p> <p>We consider how Alan was considered a hero for his efforts in solving the Enigma code and how his arrest for his sexuality and subsequent suicide compare to how we want our society to be today.</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 9 – ICT Option Course.</p> <p>We consider in detail how Social Media and E-Safety affects different groups in our society.</p> <p>Pupils then have to communicate in different ways to these groups (5-7, Teenagers, Parents and Guardians).</p> <p>We also explore how fake news stories are circulated with social media, we create fake news stories and consider how to identify fake news stories.</p>	<p><u>Cultural:</u></p> <p>-GCSE Computer Science –</p> <p>The development of Artificial Intelligence and the impact on our 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 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 in to 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 and destruction and poverty and 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.

Year 10 - We explore a devising unit based around secrets and other evocative stimuli, 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 decisions that we make in life and the impact they can have on others.

Year 11 - During KS4 students cover a scripted unit where they have a choice as to which one they study. Below is information about a very popular text.

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 societies attitude 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 in to '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.

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.

Key Examples	
<u>Spiritual:</u> -There are always opportunities for students to think of themselves as a leader when discussing issues as part of smaller groups.	<u>Moral:</u> -There are many moral dilemmas given to students. When working on writing skills, in particular to argue and persuade, we ask

<p>-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 – should humans be allowed to play God (Frankenstein)? How should we treat each other? (Noughts and Crosses).</p>	<p>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 mess with the natural order? (Frankenstein). How should we behave towards discrimination? (Of Mice and Men, Noughts and Crosses).</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. They also need to consider wider social issues when reading novels – equality between upper and lower class (An Inspector Calls), 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, 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 (Steinbeck) from a range of cultures.</p>

Experience Days

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

Key Examples	
<p><u>Spiritual:</u></p> <p>-Identity Card. Year 7. Develops a sense of self-worth and place within the broader community.</p> <p>-The Dream. Year 8. Students consider their future by considering the likely outcomes of</p>	<p><u>Moral:</u></p> <p>-Being a good friend. Year 7. Anti-bullying and moral courage of bystanders.</p> <p>-The law. Year 8.</p> <p>-LGBTQ+ rights and inclusion.</p> <p>-Exploitation and Radicalisation. Year 9.</p>

<p>different courses of action with a focus on careers.</p> <p>-CSE. Year 9. Promotes feelings of self-worth and includes issues such as the emotional aspects of a healthy relationship.</p> <p>-Pathways. Year 10. Students consider aspects of their own future and what they want from it.</p>	<p>-Family Life. Year 10. Students consider issues relating to modern family life.</p> <p>-Consent and pornography. Year 11. Students develop their understanding of consent and the impacts of pornography on behaviour.</p>
<p><u>Social:</u></p> <p>-Dragon's Den. Year 7. Teamwork focused on community engagement.</p> <p>-Diversity. Year 8. Students consider their own attitudes by putting themselves in the shoes of different segments of society, such as disabled people.</p> <p>-Politics. Year 9. The impact of political spending decisions on society.</p> <p>-Drugs education. Year 10. The impacts of drug use on society.</p> <p>-Interviews. Year 11. Students develop skills and complete practice interviews.</p>	<p><u>Cultural:</u></p> <p>-Diversity. Year 8. Students consider the experiences of different segments of society.</p>

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.

Key Examples	
<u>Spiritual:</u> <ul style="list-style-type: none">- Students given the opportunity to learn and reflect on landscapes and environment across the world.- Yr 7 includes work on our local environment - South Downs National Park with reflections on how we use it and the impact this has.- Looking at the effects of natural disasters and the differences in impacts on the developed and developing world – discussing and deciding what aid is most appropriate and why.- Yr 8 migration – developing understanding and empathy about why people migrate.- Yr 7 settlements looking not only at the physicality of settlement location but also the effect of mindset on where people chose/ have to settle.	<u>Moral:</u> <ul style="list-style-type: none">-Consideration given to differing points of view within a subject.- Yr 8 unit on crime – When learning about piracy, blood diamonds.- Yr 8 Russia – investigation and debate into the best way to manage the Taiga forest.- KS4 sustainable mgmt. of rainforests – considering the idea of sustainability and balancing the needs of local community with conservation and economic development.- KS4 global development – looking at models of development and the positive and negative impacts on the countries as well as the impact of geopolitics and colonialism.- KS3 – China – exploring issues such as the one child policy and sweatshops.
<u>Social:</u> <ul style="list-style-type: none">- Students work collaboratively on projects in pairs and teams e.g. Yr 7 project on a sustainable tourism venture for Iceland.- Opportunities for creativity – landscape in a box – also has the opportunity to share and appreciate the work of other students with class feedback.- KS3 looking at life in Iceland, China and Russia.- Opportunities for paired and class discussion.	<u>Cultural:</u> <ul style="list-style-type: none">-Students consider a wide variety of cultural aspects throughout most Geography units. <p>For example:</p> <ul style="list-style-type: none">-Amazing Places – KS3: Iceland/ Dubai.- Russia – Yr 8 – looking at life in the coldest inhabited place on earth.-Changing Cities – Population inequality in Birmingham and Mexico City – comparing ethnicity/cultural groupings.- KS4 – Mexico City – how the city has developed and the function and role of different areas and people’s lives within them. E.g. rural – urban migrants.

Department: **History**

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

Key Examples	
<p><u>Spiritual:</u></p> <ul style="list-style-type: none">• Consideration of Medieval Catholicism, including notions of heaven, hell and purgatory (yr7).• The study of heresy and treason as major crimes throughout History.• Study of European and English reformation. Includes doctrinal differences between Catholic and Protestant (Yr 7).• Exploration of missionary zeal through study of British Empire (yr8).• Evaluation of role of religion in Indian Mutiny (yr8).• Exploration of significance of key individuals in history (all years).• GCSE Elizabeth I and the impact of religion and religious differences throughout her reign.• Nazi control and resistance from the Church.	<p><u>Moral:</u></p> <ul style="list-style-type: none">• Focus on treatment of Jews, minorities and women in Nazi Germany.• Treatment of the poor in both Crime and Punishment and Elizabeth I.• Various decision making exercises, including making a peace treaty in 1919, deciding whether to drop the atomic bomb in 1945 (all years).• Consideration of blame/culpability in trans-Atlantic slave trade, Holocaust, Irish famine and other examples from the past (yr8-11).• UCL Beacon School Holocaust Unit – who was responsible? Empathy throughout unit.
<p><u>Social:</u></p> <ul style="list-style-type: none">• Various opportunities for group work. Allocation of roles. Emphasis on effective speaking and listening.• Discursive subject – clear rules for class discourse.• Paired talk a major feature of every lesson.• Social History – everyday life in Tudor, Stuart, Victorian England (Yr 7), everyday life in World Wars (Yr 8), Elizabethan England, Nazi Germany.	<p><u>Cultural:</u></p> <ul style="list-style-type: none">• Considerable use of cultural sources used in lessons, including paintings, literature, music, poetry and buildings (all years).• 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.• Comparison of Weimar culture and Nazi ideas at KS4.• Cultural developments during World Wars, British Empire and Victorian England (KS3).

MFL

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

Key Examples	
<u>Spiritual:</u> <ul style="list-style-type: none">-Family situations-Relationships (family and friends)-Hobbies-Character	<u>Moral:</u> <ul style="list-style-type: none">-Drugs-Alcohol-Smoking-Youth issues-Environment and environmental issues-Social issues close to home-Technology-Media
<u>Social:</u> <ul style="list-style-type: none">-Relationships (family and friends)-Talking about family-Exploring social issues and equality-Local area-School-Bullying- Use of technology and social media	<u>Cultural:</u> <ul style="list-style-type: none">-Traditions-Festivals-Countries and flags-Celebration days

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.

Key Examples	
<u>Spiritual:</u> <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>	<u>Moral:</u> <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><u>Social:</u></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 classroom as well as in lessons.</p>	<p><u>Cultural:</u></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> <p>Year 7 Film</p> <p>Year 8 Jazz</p> <p>Year 9 Song writing</p> <p>Year 10 Unit 203</p> <p>Year 11 Unit 233</p> <p>Other cultures:</p> <p>Year 7 Italian Baroque composers</p> <p>Year 8 Reggae</p> <p>Year 9 Blues</p> <p>Year 10 Unit 209</p>
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Maths

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

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

PE

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.

Key Examples	
<u>Spiritual:</u> 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.	<u>Moral:</u> KS3, KS4 core PE and BTEC Practical, Interhouse competitions and in all after school fixtures and competitions – Focus on Fair Play and Respect. Win and lose with dignity. Focus on Rights, Respect and Responsibility in team sports.
<u>Social:</u> KS3 theory based homework and BTEC Sport – Theory – Participation in Sport and Leading sports events. Year 7 experience day 1 – Communication OAA unit of work in Year 8 Focus on Rights, Respect and Responsibility in Taekwondo in Year 9 and 10 Core Options. All Team sport competitive and non-competitive follow the notion of respecting officials decisions and everyone involved in the game whether it players of spectators. Junior School Championships sessions lead by BTEC students allow for community based interaction and social activity.	<u>Cultural:</u> KS3 theory homework and BTEC Sport theory lessons. Unit 6, attributes and how to behave in sport. Responsibilities required to be successful. Team PE have previously lead experience day sessions around diversity in sports drawing on sports from different cultures and countries around the world.

RE

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 discussing difficult topics in a meaningful way also contribute to the personal development of students.

Key Examples	
<p><u>Spiritual:</u> Examples:</p> <ul style="list-style-type: none">- Spirited Arts competition. Completed around a given theme such as hope.-Year 7. Reflecting on what matters to them through symbols.-Year 9 Core. Meditation.-Year 9 Core. Awe and wonder at the immensity of the universe.-Year 10 Core. Values unit, focused on what they believe are the core values that should guide people.-Year 10 GCSE. Creative responses to the idea of love.	<p><u>Moral:</u> 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">-“Should we all follow the idea of agape?” (Year 7).-“Can war ever be a good thing?” (Year 8).-Moral judgements related to intervention in other countries and Human Rights. (Year 9 Core).-“Should the UK reintroduce the death penalty?” (Year 10 Core RE).-The morality of nuclear deterrence. (Year 11 Core).-“Can abortion ever be acceptable?” (Year 11 GCSE). <p>Our regular “Ask a philosopher” work directly links GCSE classes to an academic at the University of Chichester.</p>
<p><u>Social:</u> Social issues are discussed and explored regularly.</p> <p>For example:</p> <ul style="list-style-type: none">-The theme of Year 7 is “How should a community act?”-Year 7, a focus on racism and gender equality.-Year 8, attitudes to violence in society.-Year 10 Core, the Values unit consider which values a person should be guided by.-Year 11. The theme is “Into the Future”, looking at issues that are and will shape the future of our society.	<p><u>Cultural:</u> Considering a variety of cultures and outlooks is core to RE.</p> <p>KS3 includes focused time on Christianity, Sikhism and Islam.</p> <p>The optional GCSE focuses on Christianity and Islam.</p> <p>The core RE course in KS4 also considers Buddhism, Humanism and elements of Hinduism.</p>

<p>-GCSE. 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>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"> -A group challenge to persuade others who the most inspirational Civil Rights figure is. -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. 	<p>All of these will also consider other examples where there is an interesting comparison to be made and a range of non-religious viewpoints.</p> <p>In addition to this, the viewpoints and cultures of the students are regularly the starting point or a point of comparison within the above topics.</p>
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Science

Key Examples	
<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 and bioaccumulation. KS3 and KS4.</p>
<p><u>Social:</u></p> <p>Sound waves, stem cells, genetic engineering, drugs, smoking, alcohol, nuclear catastrophes like Chernobyl, renewable energy, mining, quarrying and pollution. KS3 and KS4.</p>	<p><u>Cultural:</u></p> <p>Inheritance, variation, epidemics/pandemics, contraception and evolution. KS3 and KS4.</p>

SLT

<u>Spiritual:</u> <ul style="list-style-type: none">• 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• 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 the school• Emotional literacy – ELSA for identified individuals.• VT system	<u>Moral:</u> <ul style="list-style-type: none">• 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.• Kindness and anti-bullying assemblies, school wide events, school charter• Remembrance service – town wide• Student voice, school council• One to one sessions with mentors or PA's to discuss and work through issues/areas• Re-integration meetings/Disciplinary warning & meeting process• Behaviour for learning and zero tolerance• Reconciliation & mediation with students/staff after an incident• Bridge programme – opportunity to learn and make changes to be successful• Thought for the fortnight in registration time• Use of outside agencies & working with them for the benefit of the students• Strong pastoral team/work across the school
<u>Social:</u> <ul style="list-style-type: none">• VT system throughout the school• House system• Kindness and anti-bullying assemblies, school wide events, school charter• School trips and events• Cantata event with all local schools in December• Registration group assemblies• Student leader work – helping at school events, completing tours, speaking to visitors, taking part in interviews• Behaviour for learning policy within the school• Interviews such as careers, college	<u>Cultural:</u> <ul style="list-style-type: none">• Registration group assemblies• Assemblies• Gideons assembly• Thought for the week in registration time• VT system• Student voice, school council• Experience days• Cantata event with all local schools in December• Whole school trips

<ul style="list-style-type: none"> • House competitions • Buddy system – students and staff • New Intake day – team work and welcoming new members to the school • Peer mentoring – senior student leaders • Whole school assemblies • Use of outside agencies & working with them for the benefit of the students • Student voice, school council • Experience days • Transition work with Year 5 & 6 	
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Art & Design and Photography

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

<p><u>Spiritual:</u></p> <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><u>Moral:</u></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 & likes when looking at others work and the work of artists – respect for this.</p> <p>Respect of materials & equipment and responsibility for looking after these – consequences of this etc.</p>
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<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 & 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>
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RATIFICATION DATE AND CHAIR'S SIGNATURE

Ratified/Signature:

Print Name:

Date: