

SMSC LTPs Years 7 & 8

Please refer to individual subject LTPs for more detailed information on when and how SMSC areas are covered.

Spiritual development

Through the curriculum, pupils develop:

- An ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- A sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Provision for the spiritual development of pupils includes developing their:

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- willingness to reflect on their experiences

| SUBJECT/AREA | EVIDENCE OF CURRENT SMSC OPPORTUNITIES |
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| English | <ul style="list-style-type: none"> ● Use of texts from different cultures and backgrounds. For example, study of refugee literature, Apartheid and dementia in whole texts allows for the ability to reflect on their own beliefs that inform their perspective on life and the interaction and respect different people's faiths, feelings and values. ● Through comprehension activities, pupils are encouraged to empathise with characters and compare to own experiences. This allows them a sense of enjoyment and fascination in learning about not only themselves, but also others and the wider world. ● Study of poetry allows for a use of imagination and creativity in their learning as well as accessing emotional responses. ● Study of non fiction biographical texts allow exploration of feelings and emotions. Links with work on their own reflections of experiences such as in diary writing. ● Theatre trips ● Speaking competition ● Poetry day ● World Book Day activities - SLD ● Book / reading clubs ● Literacy leaders |
| Maths | <p>Students are encouraged to develop deep thinking by questioning the way in which the world works.</p> <p>In KS3, students use a range of Mathematical skills to start to reason the world around them from analysing data to see sequences from both the human and natural world.</p> <p>We continue to build on Mathematical skills as tools to further explore concepts and our physical world.</p> <p>Student's also gain a better understanding of other cultures through famous mathematicians, patterns used in cultures and links to tessellation and religious symbols.</p> <p>Careers activities</p> <p>My Money Week activities</p> <p>Trips - Racing</p> <p>NSPCC Number week activities</p> <p>Numeracy Leaders</p> <p>Chess club</p> <p>National Apprenticeship week activities</p> <p>Gatsby benchmarks</p> |

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| <p>Science</p> | <p>Spiritual Development in Science Sometimes science and spiritual ideas do cause conflict but in a modern society it is important to understand why these conflicts arise so we can respect the views of others and move forward.</p> <p>It is seen more often that science is able to stand alongside the spiritual beliefs of many. This is looked at often from a neutral standpoint within science.</p> <ul style="list-style-type: none"> • The impact of waves (Tsunamis and Earthquakes) in Physics, • Evolution in Biology. • The Big Bang Theory in Physics, • The development of the periodic table in Chemistry, • Wegner and sea floor spreading • Exploring the values and beliefs of others. • The use of stem cells in reproductive research and the cure for inherited diseases. • Embryo selection. • The use of genetic testing for some religious groups • The use of genetically modified crops and bacteria • The impact of pollution on our planet. The ethics of cloning animals: • Understanding Human feelings and emotions Human behaviour and learning Using imagination and creativity in learning. • Students develop speaking skills • Presentation skills • Creative learning tasks • Cartoon strips Using descriptive writing to elicit emotion and feelings. • Acting and role play/ Silent debates. • Trips - Big Bang Science, Space Centre, museum trips etc • Themed week / activities - science week, Women in Science week (assemblies & tutor time activities) • Science club • Lego club • SLDs -Such as "Medical Mavericks" |
| <p>MFL</p> | <ul style="list-style-type: none"> • Students will learn to understand the need to respect the spiritual beliefs of those from German/French speaking countries and understand that different cultures have different beliefs to our own. • Students will be encouraged to be creative and use their imagination in their writing. Students will learn to appreciate and understand differences and look at memories from their own childhoods. • Creative writing project - Mr Men books. Students have taken on Mr Men characters who represent their beliefs - such as Mr Deforestation. • Language week whole school - assemblies & tutor time activities as well as language activities based in each subject areas during the week. |

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| | <ul style="list-style-type: none"> • Latin Club • Cultural overseas trips • German market • Pen friends • Spanish club |
| Design and technology | <ul style="list-style-type: none"> • In year 7, students complete a rotation in textiles looking at 'upcycling' and how the textiles industry can have a negative impact on our environment. Students are encouraged to use a waste product to create a new product. • During projects, students will look at the work of others sensitively and be able to evaluate this to benefit their own design ideas. Students are taught to respect each other's ideas and will often peer assess each other's ideas. We cover deforestation in resistant materials. • In the food rotation we touch on user needs and look at allergies, intolerances, religion and choices such as vegan/vegetarian. • During year 8 students look at foods from other cultures. We do a research project on a country of their choice so they can learn about traditional recipes and staple foods. • Trips - Museum • Textile club • Links to charity (Textiles) • STEM SLD (Teambuilding) |
| History | <ul style="list-style-type: none"> • Students' study the changing nature of religion in Tudor times. • Religious persecution of Jews during the holocaust - lessons learned • Mystery elements across lots of lessons e.g. skeletons in the field mystery • CS7 – Murder of Beckett • Newspaper reports (Franz Ferdinand unit) and slave trade unit of work. • Poems (WW1 and slaves) • Diaries and letters (War trenches work and Black Death) • Trips - Warwick Castle, museums • History club |
| Geography | <p>Study of the following key areas: as part of urban geography, and the geography of food:</p> <ul style="list-style-type: none"> - Cultural differences |

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| | <ul style="list-style-type: none"> - Diversity in cities - Inequalities in cities in its populations - Poverty and wealth - Income gap - Addressing issues relating to the above |
| PE | <ul style="list-style-type: none"> ● Identification of sport “mirroring” life metaphorically. i.e. life lessons from the rules of sport. ● Accepting challenges e.g. sport relief mile/ sports day. ● Development, particularly in gym and dance, of aesthetic appreciation of performance. (Can also be apparent in other sports i.e. a perfectly executed volley in football). ● Explore creativity and emotion in Dance and gym activities. ● Use of discovery learning to explore own ideas, thoughts and concerns. ● Promotion of inclusion at every opportunity. ● Paralympic specific sport taster sessions. ● Development of the necessary skill set to be able to identify something as aesthetically pleasing. ● Extra - curricular sports clubs ● Inter - school competitions ● House competition ● Whole school sports day ● Sports Leaders ● Sports Award ● Sports Colours ● Trips to see high level sports competitions e.g basketball, tennis, football |
| Music | <p>Spiritual education encourages deep thinking and questioning the way in which music has the power to influence and change behaviours, opinions and actions.</p> <ul style="list-style-type: none"> ● Music lessons provide pupils with the opportunities to be creative and express their response to a range of stimuli. ● Pupils are encouraged to share their responses and to develop their spiritual awareness of music – whether it be through the enjoyment of listening to and making music alone or with others. ● During lessons pupils develop a sense of enjoyment of and reflect on a variety of music. ● Understand how music can raise emotions and explore the range of feelings it can invoke. ● Use imagination in group work, composing and listening ● Explore collective thinking and other opinions in group music making and listening. ● Develop confidence and individuality through. ● Seek to understand how music reflects explore their own the beliefs of others, and can promote self-identity, ● Reflect on their work through self-evaluation |

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| | <ul style="list-style-type: none"> • Experiment with and trust their own ideas • Rock Academy • Christmas concert • Singing competition • Music clubs - choir, ukulele, G&T group, Acoustic group • School production |
| RE & Philosophy | <ul style="list-style-type: none"> • Ultimate questions and exploration of our place in the universe through the SoW Where do I come from? • The importance of belief systems and the role of God in society • Discussing the numinous and religious/ spiritual experiences • Exploring and discussing our own spirituality • Spirituality and Judaism, Christianity, Paganism, Islam, Buddhism, Sikhism • Local Faith walk (Year 8) • Trips to different places of worship • World religion Day • Summer solstice SLD • Hannukah whole school celebration |
| Performing Arts | <ul style="list-style-type: none"> • Spiritual education is at the height of importance within the Performing Arts department. • The premise of both Music and Drama is to inspire students to achieve their best in a creative way; to develop confidence; and to develop their understanding of themselves. • All of the schemes of work are designed to develop one or all of the above aspects in order to develop student's spiritual development • Theatre trips • Drama club • Dance club • School performance |
| Tutor time | <p>Activities during tutor time includes activities based around the following theses:</p> <ul style="list-style-type: none"> • Celebration of festivals, World Religion Day (assembly & activities) • British Values & democracy • School Values |

- Tolerance & accepting differences that includes race & religious beliefs, LGBT, disability
- Assemblies on relevant & topical themes e.g Remembering 9/11, Martin Luther King Day,

Moral development

Through the curriculum, pupils develop:

- An ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- An understanding of the consequences of their behaviour and actions
- An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

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| English | <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong is raised in many texts studied. Victorian literature utilises character presentation to raise discussion about personal behaviour and views. • Detective fiction module allows for investigation into criminal law alongside non fiction topical articles. |

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| | <ul style="list-style-type: none"> Understanding the consequences of their behaviour and actions explored through whole text study with characters' experiences critiqued to demonstrate understanding of consequence. Victorian socio-economic context studied to allow for discussion surrounding poverty, child labour and education. Study of Shakespeare's Macbeth allows for morality of character to be discussed. Consequence of behaviour and destruction of character. War Literature that discusses modern refugee and migrant crisis, as well as understanding the view points of others when looking at how dementia impacts society. Theatre trips |
| Maths | <p>Moral development is an important part of the Maths curriculum.</p> <p>Students are encouraged to use Maths as a tool for solving problems and highlighting this as a skill that can be used frequently outside the classroom.</p> <p>Problem solving is then linked to real-life context problems such as analysing data or looking at financial problems.</p> <p>Students also evaluate data and its reliability, highlighting when graphs can be misleading and the impact this can have.</p> |
| Science | <p>Our understanding of Science has allowed us to develop technology we couldn't have imagined 50 years ago. Now however, we must start deciding if we should do all the scientific activities we are able to or morally should we decide not to. This can be as simple as should we test medicines for humans that could save lives on animals causing them cruelty?.</p> <p>Moral development is a vital part of any scientist's development. Students will need to develop a good understanding of it to firstly pass exams which always consist of ethical questions but more importantly to become a good rounded scientist.</p> <ul style="list-style-type: none"> Investigating moral values and ethical issues Human impact upon our planet and environment The ethics of cloning and genetic testing The debate on the use of alternative energy forms (impact of wind farms or the use of biofuels) The safety of nuclear fuels and reactors. Recognising right from wrong and applying it: The use of cloning. Use of fossil fuels Deforestation . Animal rights in drug testing Understanding the consequences of their actions. Staff role model the behaviour expected from their students. The legal aspects of drug abuse The growing impact of rising obesity levels in Western Society The use of chemical based fertilisers on land – eutrophication. |
| MFL | <p>MFL topics centre around pupils being able both give opinions about things and to respect and understand other people's opinions on issues and topics. Pupils are encouraged to respect the viewpoint of others.</p> |

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| | <p>In Year 8 French we undertake the topic of technology and media. We explore themes such as cyberbullying, use of the internet and e-safety.</p> <p>In Year 7 German, pupils study ethnic identity</p> |
| History | <p>Pupils are always encouraged to form a judgment whilst respecting and understanding others.</p> <ul style="list-style-type: none"> • Nature of slavery and fight for abolition - contrast with attitudes today. • Just wars - crusades and WW1 • Treatment of minorities by Hitler. • Holocaust – consider “the guilt” factor by those who did nothing • Franz Ferdinand - 2 bullets 20 million deaths. • Slave trade work - the immorality of treating people as goods • Consequences for leaders at peasants revolt. <ul style="list-style-type: none"> • Holocaust memorial day • MLK day • Black History month • Remembrance day |
| Geography | <p>Study of the following key areas: as part of urban geography, and the geography of food:</p> <ul style="list-style-type: none"> - Cultural differences - Diversity in cities - Inequalities in cities in its populations - Poverty and wealth - Income gap - Addressing issues relating to the above |
| IT | <ul style="list-style-type: none"> • Encourage good etiquette when using digital technology including mobile devices and with due regard to e-safety. • Encourage respect for other people’s views and opinions. • Encourage respect in the use of digital equipment and its impact on the environment – for example, ink and paper wastage. • Encourage respect for the computer room and the equipment you use and how this affects others. <ul style="list-style-type: none"> • Explore the promotion of moral issues through digital products. |

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| | <ul style="list-style-type: none"> ● Explore moral issues around the use of digital technology - For example, copyright and plagiarism. ● Students consider accessibility issues when evaluating and developing digital products ● Gaming club |
| Music | <p>Moral education gives opportunities for pupils to engage in critical discussion of musical performances from other students and we encourage pupils to reflect on any specific or cultural references.</p> <p>Where children present their own work we ensure that assessment and evaluation is fair.</p> <p>During lessons pupils develop respect for others Explore role models in music</p> <ul style="list-style-type: none"> ● discuss the influence (both good and bad) famous people can have. ● Understand that some music can be inappropriate in different circumstances – eg football chants at matches ● Express their own responses and opinions of the work of others with a justification for their view. |
| PE | <ul style="list-style-type: none"> ● Explanation and use of sporting rules in any sporting context. ● Indiscretion = penalty depending on the sport. ● Encouragement of good sportsmanship at every opportunity. ● Respect for the equipment when being used and stored. ● Respect for the facilities/environment they are active in. ● Promote the fact that the Rules and principles of all sports are indiscriminate. ● Promotion of fair play and teamwork. ● Promotion of trust through team building activities. ● Develop an understanding of possible rule interpretation remembering, of course, that in sport the official's decision is, usually, final. ● Use of EPraise system. ● Use of school behaviour policy. ● Development of the awareness of the specific sporting etiquette for each sport attempted. ● Develop an understanding of possible rule interpretation remembering, of course, that in sport the official's decision is, usually, final. ● Development of the awareness of the specific sporting etiquette for each sport attempted. ● Showing good etiquette at sports matches |
| RE & Philosophy | <ul style="list-style-type: none"> ● Kindness and compassion through the study of Buddhist teachings of karuna, metta and anatta through Buddhism SoW ● Ethical living through How should I live my life? SoW ● Differing beliefs and moral frameworks – discussion of moral dilemmas through SoW How should I live my life? ● Sources of wisdom and authority such as: The Five Precepts and the 10 Commandments |

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| | <ul style="list-style-type: none"> • Visits to places of faith • Themed weeks celebration religious events & festivals from different religions |
| Performing Arts | <ul style="list-style-type: none"> • Moral development in the Performing Arts department involved developing an understanding of what is universally right of wrong. • We cover this from a number of angles and perspectives covering slavery, prejudice, and other moral dilemmas. • Trips to theatre • SOTE workshop |
| Tutor time | <ul style="list-style-type: none"> • Work on the law and age-related activities • Recognised online safety qualification – completed by all students • Safe use of social media • Keeping yourself safe (peer on peer abuse) • Knife crime awareness • School values – role models • British values and democracy • Holocaust memorial Day • Racism • Loudmouth (Theatre in Education workshops) – Bully 4 U workshop • Road safety sessions • First Aid • Anti-bullying week • Safer internet day |

Social development

Through the curriculum, pupils develop:

- A use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- A willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively

- An acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

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| English | <ul style="list-style-type: none"> ● Speaking competition. ● Book awards ● Theatre trips ● Mock Trial |
| Maths | <ul style="list-style-type: none"> ● Communication is a key part of the Maths curriculum. ● Students are encouraged to work together to share creative thinking through discussions, explanations and presenting ideas to each other. ● Self and peer reviewing takes place regularly in lessons to enable students the opportunity to know what needs to improve, but also be able to start communicating with others for this support. ● Assembly - Number day ● Tutor numeracy activities ● Financial activities in tutor times |
| Science | <ul style="list-style-type: none"> ● Science is changing our society. The life expectancy is getting longer, people are driving more efficient and more eco-friendly cars, and more and more people are putting solar panels on their rooftops. |

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| | <ul style="list-style-type: none"> • Our society has become dependent on scientific developments which we could not have foreseen 50 years ago but also our lives are likely to change significantly in the future because of our reckless damaging activities to the environment as a human society. • Students must consider their impact on the world around them and start to look at what we can do to help the next generation have a habitable planet. • Areas we specifically focus on are that of pollution, global warming and destruction of the ozone layer. • Developing personal qualities and social skill. • The use of digital and analogue signal. • Radiation as a means of communication . • Limestone quarrying and salt mining. • Listening to the viewpoints of different scientific groups and politicians. • Developing the ability to take a full and active part in lessons Participating cooperatively and resolving conflict. • The nuclear debate pro and cons. • Fossil fuels v biofuels v nuclear fuel, Should we carry out PGD? • Understanding how communities and societies function • Different cultural and societal views on genetic testing and abortion. • How science is portrayed in the media • Science in the news • Lego club |
| MFL | <ul style="list-style-type: none"> • Two of the main skills needed when learning a language are speaking and listening. • Pupils are taught how to improve these skills generally and also in a way specific to MFL. By practising these skills, we frequently work in pairs and groups. • We often give our opinions, so being able to listen to other people's opinions is vital. • In Year 7 we look at the café culture of France and the role this plays in the French social life. • We look at Paris as a fashion capital of the world in Year 8. • In Year 8, we look at popular holiday destinations in France and consider how French society dictates the destinations for French people and their holidays. • In Year 8 we look at 'Colonies de vacances' and how through attending these, French children socialise during the summer months. • In Year 7 German pupils look at differences with the school systems and ways of life for young people in Germany. • Spanish club |
| History | <p>All units involve group work and presentations. They also look at how to work as a team.</p> <ul style="list-style-type: none"> • WW1 and WW2 – work looks at causes and consequences of both wars. • Treaty of Versailles - Role-play is used to consider whether it is a "just peace." |

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| | <ul style="list-style-type: none"> • Explore liberty with feudalism, three estates system in France, the Peasants Revolt. • Holocaust - students explore the treatment and persecution of Jews. • Slave Trade – explore notion of slavery and why it takes place, why abolished – compare values with own beliefs about myths. |
| IT | <ul style="list-style-type: none"> • Encourage students to assist one another in problem solving. • Encourage good practice and respect in the use of social networking. • Encourage appropriate social behaviours in the classroom including listening whilst others are talking and generally interacting as caring a community • ICT helps pupils express themselves and communicate effectively. • Students develop and understanding of the causes and implications of unequal access to ICT. • Students study the sustainability issues and ways of minimising the environmental impact of ICT whilst considering the impact of ICT on working practices • Students investigate the impact of the use of digital devices on the way organisations operate • Students look at security risks to data and how to reduce or contain the threat to data |
| Music | <p>Social development is delivered through pupils routinely collaborating in group tasks, as well as being given the opportunity to take responsibility for their own learning outcomes and progress.</p> <ul style="list-style-type: none"> • Skills to enhance their independence, time management and resilience are encouraged. A sense of unity is built through group tasks; • These encourage pupils to address their individual abilities and strengths and then work collaboratively to build on these. • When required to express their feelings, pupils are encouraged to do so sensitively. • Pupils also work on music themes to develop their understanding of fundamental British Values. • During lessons pupils are given opportunities to work independently and collaboratively to develop musical projects. • Participate in community events and visits. • Celebrate successes both in and out of school. • Develop a sense of pride in performing as part of the school community, independently or as part of a group. • Work collaboratively on musical projects. |
| RE & Philosophy | <ul style="list-style-type: none"> • Fairness and justice through study of religious groups • Sin, repentance, and forgiveness taught through The Bible SoW • Understanding of how to discuss and debate ideas • Tolerance and respect for the views of others |

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| Performing Arts | <ul style="list-style-type: none"> • Social education in the Performing Arts department is a key focus, looking at how to develop the students into mature, confident, young adults. |
| PE | <ul style="list-style-type: none"> • All sports/clubs open to all pupils in an effort to harbour a sense of community. • Use of peer assessment/commentary. • Celebration of success e.g. Sports Awards Evening. • Display, promote and encourage development of the school values in all aspects of PE. • Teamwork situations in games. • Small group work in Dance/Gym. • Team-building/problem solving in O&A. • House activities. • Leadership activities with Junior schools. • Tactical discussion/debate within team situations. • Creative discussion/debate in gym and dance. • Problem solving as a group in O&A. • Outside coaches e.g. RFU development officer. • Gifted and talented programme/trials. • Sports/Team Captains. • Residential trips - PGL, Marle Hall, skiing, Skern Lodge • Trips to see top level netball, basketball, football matches • Leadership activities with Junior schools. • Inter and Intra-school matches. • Officiating/Coaching opportunities. • Sports Leadership opportunities. |
| Tutor Time | <ul style="list-style-type: none"> • School values • Anti-bullying week • Activities based around social skills in different contexts • Celebrating diversity • British values • Charity days • Celebrating pride month • Careers activities • BLM activities • Remembrance • D of E – volunteering in local community • Student leadership elections |

- Food Bank collection/Ukraine appeal

Cultural development

Through the curriculum, pupils develop:

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- An understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- A knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity
- An ability to understand, accept and respect diversity (as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities)

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- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

| SUBJECT/AREA | EVIDENCE OF CURRENT SMSC OPPORTUNITIES | LINK TO OFSTED CRITERIA |
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| English | <ul style="list-style-type: none"> • Many texts studied within English will highlight the importance of cultural influences that have shaped their own heritage. Key schemes include study of Shakespeare, Myths and Legends, Victorian Literature and war literature which closely align historical and social context to text. The link between these texts and contemporary society are clearly made, allowing for an appreciation of cultural influences shaping their own heritage. • Studies of whole texts that explore different cultures allow for the appreciation of the multi-ethnicity society in modern Britain. • Engagement with wider topical issues, such as Black Lives Matter, that are impacting society today through use of fiction and non fiction texts and extracts. • Discussion of political responses to current cultural interactions to include speaking and listening task that deal with cultural difference. • Detective scheme and associated non fiction and fiction articles allow for discussion of British Democracy. • Victorian unit allows for discussion of the parliamentary system and included the Suffragette movement. • Willingness to participate and respond to cultural opportunities is developed through multiple opportunities for book awards locally as well as nationally such as World Book | |

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| | <p>Day. Theatre trips, such as Christmas trip to watch studied texts. Speaking competition. Creation of personal responses to war literature in the form of poetry and prose.</p> <ul style="list-style-type: none"> • Theatre trips and multiple book awards allow for participation in cultural opportunities. • Speaking and listening module that allows opportunity for creating discussion of cultural diversity, faith and ethnicity which demonstrates tolerance and understanding. • Mock trial • Trips to theatre | |
| Maths | <ul style="list-style-type: none"> • Maths is known to be the universal language with a rich history from many different cultures and backgrounds. • To gain a deeper understanding of topics, we encourage teaching of various approaches to Maths such as the Chinese lattice method for multiplication. • We also highlight many links to other cultures such as patterns and symmetry used in Islamic cultures and financial links such as exchange rates. • Origami club | |
| Science | <ul style="list-style-type: none"> • Cultural Development in Science Scientific development comes from all across the world, from people of all backgrounds and cultures. • Some of science's most important discoveries have come from other parts of the world and it's important for students to understand this as many believe that progress comes largely from the UK or America. • It is also important to understand how the different cultures around the world can have different impacts on the planet and what impact more economically developed countries have on poorer areas. This will also be vital into the future as we need to monitor the impact of quickly developing cultures around the world on our environment. • Exploring, understanding and respecting diversity .Understanding genetic variation. Plant and animal biodiversity, sustainability and its importance. • Different types of ecosystem • Participating in and responding to cultural activities. • Celebrating Space. Big Bang Theory. • Changing ideas about the universe. • Science week • Understanding and appreciating personal influences • Celebrating the role scientists have played in our society. For example the influence of: Newton, Darwin, Mendel, Mendeleev, Galileo, Curie, Franklin | |

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| <p>MFL</p> | <p>MFL naturally lends itself to the cultural aspect of SMSC. We are constantly learning about culture in France and Germany and in each lesson, pupils will learn a little more about the way of life there.</p> <ul style="list-style-type: none"> • Year 7 - topic 1 knowledge of France/Germany/England • Year 7 - awareness of other cultures and family life in France/Germany/England • French cuisine and regional specialities - Year 7 • Multicultural names - Year 7 • Famous people and international role models in France and Germany - Year 7 • Freetime activities in other countries - Year 7 • Year 7 German - differences between German and English schools • Year 7 - monuments in German speaking countries • Weather in different parts of France - Year 8 • Authentic French and German music, media and film - Year 8 • Year 8 German - festivals and music gigs • Year 8 German – cuisine • European Day of Languages celebrations • Trip to German Christmas market • Cultural residential trips • Poisson d'avril • Paques • Christmas in France/Germany - external competition • Famous people abroad - external competition • Mardi Gras • German Unity day • Bastille day/14 juillet • Year 8 film project Die Bücherdiebin • Year 8 film project Les Choristes | |
| <p>History</p> | <ul style="list-style-type: none"> • Cultural appreciation is embedded into the history curriculum across the key stage considering cultures such as Ancient Rome, communism in China and Soviet Union, Revolutionary France, Slave Trade, Nazi Germany. Work includes a comparison to our own experiences and present day. • A respect for different cultures is embedded into the curriculum. • A study of the Holocaust is clear on implications and consequences of intolerance - students listen to, read and watch survivor testimonies. | |

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| | <ul style="list-style-type: none"> Students look at two world wars and how they have shaped and changed Britain e.g. Blitz Spirit, British values. Influence of commonwealth countries. Slavery and WW1 – students analyze poems, songs from this time period. Learning about Britain’s democratic and parliamentary system – Magna Carta, Elizabeth 1st, English Civil war and the notion of parliament versus the king. Castles trip | |
| Music | <ul style="list-style-type: none"> Cultural education encourages children to understand that music is a universal way in which to communicate feelings, emotions and express responses, with a myriad of cultural inputs through the ages. This involves pupils developing an appreciation of music drawn from a wide variety of genres, forms and purposes. Pupils have opportunities to explore aspects of their own culture and begin to recognise, and appreciate, differences in music, from different times and places. They can also begin to make connections between different cultures. During lessons pupils develop respect of musical diversity. Respect and develop an understanding of the musical heritage of different cultures, beliefs and religions. Learn to play music from other cultures, beliefs and religions and develop knowledge and understanding of different meanings and patterns. Study and gain understanding of British Musical Heritage. During Music lessons pupils listen to, and participate in, performances for the school and wider community. Appreciate how different cultures have contributed to popular music genres today. Formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards others. Broaden and strengthen cultural experiences. Take part in a wide variety of different activities which require social skills, the ability to work collaboratively as part of a pair or group, as part of their class and as part of the school. | |
| PE | <ul style="list-style-type: none"> Highlight the cultural aspects of each sport played. Origins/ cultural influences etc. Cultural dance e.g. Haka. Highlight sports that are played in different cultures. Taster sessions of culturally diverse sports. E.g. Kabaddi. | |

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| | <ul style="list-style-type: none"> ● International sports stars as exemplars. ● Trying new sports. ● Entering into the “spirit of adventure and openness” when a new activity is undertaken. ● Why do we play the sports we do? ● What cultural influences come to bear on our sporting choices? ● Encouragement to participate in sporting events e.g. sports day regardless of perceived ability. ● Belonging/contribution to a team. ● Encourage appreciation of all performance without judgement. ● Sympathetic Peer assessment/appreciation of the relative abilities of others. ● Participation in different sporting clubs ● Links with outside clubs and organisations to promote the cultural side of sport. | |
| RE & Philosophy | <ul style="list-style-type: none"> ● Tolerance and respect through discussion of different ideologies and through debate. Particularly in the unit: A belief in God. ● Understanding of different perspectives through the study of philosophy ● Tolerance, bias, and the media through study of Islam and Islamophobia ● Recognising and appraising differing beliefs ● Introduction to a variety of religions, beliefs, philosophies and ideologies | |
| Performing Arts | <ul style="list-style-type: none"> ● Cultural education in the Performing Arts department involves looking at other communities, social groups, civilizations and how they act, behave in different situations. | |
| Tutor time | <ul style="list-style-type: none"> ● School elections ● European Day of Languages ● School elections for school leadership team ● National and local elections ● Celebrating our local community ● BLM ● Black history month ● Holocaust memorial day ● Remembrance and Armistice Day ● Radicalisation and terrorism ● MLK day ● World religion day | |

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| | <ul style="list-style-type: none">• Commonwealth day• Mental health awareness week• Mayor visit• British values | |
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