SMSC LTPs 9,10 & 11

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:

- 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
- 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

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
English	- Study of fiction and drama texts allow for reflection and discussion on personal beliefs that demand a level of tolerance and reflection. For example, the study of religion and gender issues in Shakespeare's play. - Modern play accesses insight into socio-economic Britain through An Inspector Calls and Blood Brothers, giving rise to discussion concerning values of society at the time and how they impact contemporary society. - Wider study of world seminal texts such as Of Mice and Men allows for a discussion of wider world values. - Conflict poetry creates a fascination and enjoyment of learning about their own place in history and the world around. - Creative writing tasks using images and ideas from their learning uses their imagination and creativity. - Non fiction writing demands reflection on their own experiences to interact with experiences of others.
Maths	Mathematics applied in different cultures such as Rangoli patterns, symmetry, tessellations and Islamic geometric patterns.
Art and design - Fine Art & Photography	From the outset of the GCSE course, students investigate the world around them from conflict and its cause, impacts and effects. In years 10 and 11, students are encouraged to personalise their subject matter from the broad topic of cities and society. Many focus upon society in general from relationships with others and themselves e.g. body image, through to political, social and topical-based issues. There is an appreciation of the challenges faced by people in all walks of life, both past and present and students learn to appreciate the context of other artists' and photographers' work, the inspiration and intention of pieces. They reflect upon their own work regularly, making confident changes and enhancements.Students are able to coach each other and provide advice to their peers, at the same time accepting constructive criticism in order to drive developments within portfolios.
MFL	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.

DT Wood	Students are encouraged to look at sustainability and choose appropriate materials for their projects. They look at how materials can affect the environment and how people around the world are doing their bit to make improvements. Students may not always choose the most environmental option but they will have an understanding about this and be able to explain their reasons. We look at people's attitudes towards products and complete 'life cycle assessments' during projects so pupils have a wider understanding about the whole life of a product. We complete a module on origins of materials which covers mining, farming and deforestation.
DT Textiles	Students will design garments for different target audiences including themselves. They will look at body image as part of their lessons and homework project in year 9. We look at size zero, animal products such as leather and fur and religion. In many of the projects there are opportunities to investigate the benefits of recycling materials as well as where our clothes are made and how garment workers around the world are treated. Students look at the work of others and learn how to appreciate each other's ideas.
Childcare	- understanding what it's like to be a teenage parent - Understanding legal requirements eg cut off point for abortions. - Learn about hereditary diseases,smoking,alcohol and drugs and impact of foetus - Different careers in childcare and what each does to support parents. - Parents rights to choose delivery methods - Understanding differing parenting styles in response to bad behaviour- hoe different countries view smacking - Diseases and how they're spread. - First aid - Living healthily, obesity and anorexia - Stranger danger, safe use of the internet , road safety
History	- Germany 1890 -1945 - Full consideration of how their beliefs and values affected the way they lived their lives e.g. impact of Nazi's on education, on workforce, on attitudes to Jews and minoties - Religious Persecution - in Elizabethan England, in Vietnam, in Nazi Germany - Health and the People - Opportunity to consider poverty and how people may have felt in towns in 19th Century - Opportunities to explore their own views of the world and contrast with those views at different times and places in history (e.g. views in Nazi Germany, attitudes in Tudor times, communism vs capitalism, laissez-faire attitudes of governemnt to public health) but also lead to an understanding of differences

Geography	Through the GCSE course we work to improve students' spiritual development through a sense of enjoyment and fascination about themselves, others and the world such as by; - Year 9 urban challenges and issues- a study of urban issues and opportunities in Rio de Janeiro- how do people in the favelas live their lives? what challenges do they face? A study of different people living in different areas of Bristol, a UK city- and an understanding of comparison between issues and opportunities in Rio and Bristol. - Year 9 hazards- how people are affected by major disasters such as tectonic hazards and weather hazards. Students gain an understanding of where these places are and how people live their day to day lives. - Year 10- year 10 fieldwork to Blencathra helps students to gain enjoyment in learning and seeing geography in action from glacial processes to rivers and settlement. - Year 10- changing economic world. Students undertake imaginative writing from the point of view of different people living at different levels of development. Research projects in to reduce the development gap helps students to develop a sense of independence and reflectiveness in their learning. - Year 11- the living world. Students enjoy learning about different natural environments and take on imaginative roles in a court case to examine the impacts of the trans Alaska pipeline on different interest groups.
IT	● Spiritual education in ICT provides opportunities for reflection of awe and wonder about the achievements in ICT today and the possibilities for the future. ● ICT lets pupils have the opportunity to reflect on, for example, how computers can sometimes perform better in certain activities than people. ● Creative design/graphical skills for website design, and game design activities. ● Design and creation of promotional videos to advertise game designs.

	● To promote pupils' spiritual development, their sense of self and their will to achieve, the ICT department continually takes the opportunity to praise students for their contribution in lessons.
Media	● Understanding about Representation in the media. Own beliefs are challenged ensuring discussion concerning own perspective as a consumer. ● Study of multiple social media platforms to create a sense of enjoyment and fascination in learning about their own place within this fast expanding medium. Creates learning and discussion about others in the world around. ● Creation of their own Media productions using their imagination and creativity and love of aspects of Media. ● Tasks demand they reflect upon their own understanding and experiences of Media from film and t.v consumption through to multiple platforms on a global stage. ● Study of many diverse beliefs that are articulated through the media.
Music	Component 2 - Music Skills Development is a personal journey of reflection and improvement giving pupils the ability to be reflective about their own beliefs and perspective on life, a sense of enjoyment and fascination in learning about themselves, others and the world around them and allows them to use their imagination and creativity in their learning. Constant auditing and evaluating gives the opportunity to reflect on their experiences
RE	The very nature of RE is to explore the essence of spirituality - exploring the beliefs and practices of others, reflecting and talking about our responses to these and exploring our personal belief systems. Some examples of how this is covered are below: **Christianity** ● Beliefs and practices ● Festivals and celebrations ● Christmas ● Advent ● Holy Week **Buddhism** ● Beliefs and practices ● Festivals and celebrations ● Wesak ● Vassa ● Parinirvana

	Atheism **Humanism** **Personal responses to spiritualism and our place in the universe:** - belief systems - ideologies - creative expression of what is important to us - spirituality without religion - the nature of existence
Performing Arts	Component 2 - Developing Skills and Techniques in Performing Arts is a personal journey of reflection and improvement giving pupils the ability to be reflective about their own beliefs and perspective on life, a sense of enjoyment and fascination in learning about themselves, others and the world around them and allows them to use their imagination and creativity in their learning. Constant auditing and evaluating gives the opportunity to reflect on their experiences
Tutor time and other opportunities	World religion day Accepting differences and tolerance British values and democracy Windrush Holocaust memorial day School values Remembrance and Armistice 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

Provision for the moral development of pupils includes developing their:

- 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
- understanding of the consequences of their behaviour and actions
- 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

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
English	● The discussion of moral right and wrong is key within this subject through discussion created by multiple fiction and non fiction texts. ● Modern plays create characters for pupils to form their own understanding of consequences of behaviour and actions and relate to their own.

	• Poetry of conflict raises moral and ethical issues surrounding war and conflict from both historical and contemporary view. • Non fiction articles raise the importance of recognising legal boundaries and respect for civil and criminal law of England. • Oracy element of GCSE study to discuss moral and ethical issues that recognise view points of others. • Study of Victorian literature such as Frankenstein raises moral and ethical dilemmas that are discussed in full.
Maths	Through exploring probability students will develop an awareness of fairness both in a mathematical; context and in real-life scenarios. Bias and the implications of media bias can be introduced. The UK census allows students to develop an awareness of the wier culture. Introduction to the historical and cultural context of the key ideas concepts such as use of Napier Bones for multiplication. Much of this work is building on previous knowledge through application in real life or problem solving scenarios to encourage students to develop resilience in working on maths problems. These statistics based topics provide opportunities for students to work together and allows for discussion and debate on the use and abuse of statistics in the media and how data is best presented to eliminate bias
Art and design - Fine Art & Photography	Through the Conflict project, students are able to appreciate errors and mistakes from the past and how we must learn from these. They are given the opportunity to investigate issues within our present society and reasons for these through the City project. Links to artists and photographers provide an insight into the lives and interests of others, how artwork provides moral lessons and how these can drive the students' future work but also contribute towards their own opinions.
MFL	• Year 9 discussion about marital beliefs - looking at different relationship statuses. What are their considerations for the future? Why is marriage important? • Year 10 study the role of charity in society. Why do we need to support others? What charities exist?How can we help? • Year 10 look at poverty and marginalised people in society. Who are they? How have they arrived there? How can we help? Who is responsible? • Year 11 study career choices and lifestyle choices post-16 • Year 10 look at the topic of the environment. They discover ways of respecting the environment and how they can make future life changes to achieve this. • Year 9, through the theme of technology, look at the dangers of social media, cyberbullying and the advantages and disadvantages of the internet.
History	Many opportunities within all modules for the consideration of impact of lifestyle choices – e.g Should the government have done more to improve Public Health? Laissez Faire, Should Elizabeth have done more to tackle poverty? Opportunities to look at discrimination of Jews in Nazi Germany at all times promoting the idea of equality and that discrimination of any kind is wrong.

	Look at morality of America's actions in Vietnam War (My Lai massacre, Napalm and agent orange)
Geography	Investigating and offering reasoned views about a range of moral and ethical issues and to understand and appreciate the viewpoints of others in issues such as: 1. Energy usage 2. Conflicts in glacial environments 3. Different approaches to flood management 4. Different approaches to glacial environment management and tourism 5. Different views towards how we use or conserve our natural wildernesses like cold tundra environments and tropical rainforests
IT	● Moral education in ICT helps pupils to explore aspects of real and imaginary situations and enables them to reflect on the possible consequences of different actions and situations. ● Through real life case studies, students also consider issues surrounding the misuse and access rights to personal data. Other moral issues surrounding the topics of e-waste and the digital divide are also explored through case studies. ● It can raise issues such as whether it is morally right to have computer games whose aim is killing and violence, and whether it is fair that some people in this country and in other countries cannot use the internet
Media	● The increasing prominence of social media within society allows for broad discussion concerning morally right and wrong behaviour. ● Many laws and legal boundaries control the media and pupils will end up learning and discussing civil and criminal law concerning this subject. ● The consequences of misuse of media in all forms is a key element of this course. Involves both the personal and wider celebrity behaviour. ● Others' points of view and the appreciation of this is a key element of this course. How we consume as an audience demands we appreciate diverse points of view.
Music	● The Music course provides lots of opportunity to investigate and discuss the morality of piracy in music and copyright laws and infringement

RE	The very nature of RE is to explore moral frameworks, ethics and behaviour.This includes taking responsibility for our actions and being aware of the consequence of our actions - either from a spiritual perspective, or through the legal systems, or the reactions and behaviours of society. **Ethics** ● - Utilitarianism ● - Categorical imperative ● - Golden rule ● - Hedonism **Social Justice** ● - Rich poor divide ● - Wealth and poverty ● - Human Rights ● - Equality/ inequality ● - Religious freedom ● - Prejudice and discrimination ● - Racial harmony ● - Racial discrimination **Matters of Life and Death** ● - Abortion -pro-life, pro-choice ● - Euthanasia ● - Animal testing ● - Veganism and vegetarianism ● - The environment ● - The death penalty	
Tutor time and other opportunities	● Opportunities to participate in NCS ● Radicalisation and extremism ● Knife crime awareness ● Holocaust Memorial day ● MLK day ● Safer internet and E-safety ● Equality ● Peer on peer abuse	

	● Social media
	● Alcohol and drugs
	● Legal rights and responsibilities

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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| Provision for the moral development of pupils includes developing their: |

- 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
- understanding of the consequences of their behaviour and actions
- 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

SUBJECT/AREA	EVIDENCE OF CURRENT SMSC OPPORTUNITIES
English	- Group work and discussions with a focus on accurate and extensive vocabulary acquisition to improve social skills for the future. - Discussion of British values of democracy, rule of law, liberty, respect and tolerance is implicitly explored in multiple non fiction articles that relate to contemporary society. - Study of poetry of conflict that references civil and international warfare allows for interaction with British values. - Texts that deal with migrant and refugee crisis. - Mock Trial Competition - Mock Bar Competition - Alcester
Maths	Develop their problems solving skills, teamwork, creative thinking, discussion, explaining and presenting skills whilst exploring the beauty of mathematics.
Art and design - Fine Art & Photography	The units of work at GCSE level allow for students to investigate British values at all levels. From conflict and the resilience of those in the past through to the values from present day society and how we, as a nation strive to promote these. At each stage of the portfolio, students provide intentions for the work, based upon knowledge of other artists' and photographers' decisions and how these inform their own ideas. Both main units of work give opportunities for students to investigate a range of beliefs, faiths and socio-economic backgrounds, both in Britain and world-wide.
MFL	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.

	- Year 9 study the theme of relationships and marriage. What relationships do they have in their lives. Are they healthy/unhealthy? - Issues facing young people in society are studied by Year 9. What difficulties do they face at home/school - Year 9 study healthy lifestyles by looking at socialising, sleep, activities and healthy eating. Also the dangers of poor lifestyle choices. - Year 9 look at the dangers of socialising on social media - Year 10 look at marginalised people and the responsibilities of communities/families to support people in need. Includes homelessness. - Year 10 look at the economy in France and the effect this has on the general population.
History	Develop ideas regarding respect for others' beliefs. For example in Germany unit study how Jews have been persecuted and portrayed as sub-human. Encourage group work and collective presentations that allow for multiple viewpoints to be expressed and developed. Opportunities for taking the lead within discussions. Class discussions arising from who had the right to vote, what should the role of government be, the class system that existed Site visit - historic environment part of Elizabeth unit (changes each year)
Geography	In Geography we aim to for social development through discussion and debate on issues relating to British values, mutual respect and tolerance (Urban challenges and issues). Students are encouraged to represent the views of other in a range of topics in order to develop and demonstrate skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain. This includes discussion, debate and analysis of: - UK population change (changing economic world) - UK migration (urban issues and challenges) - Human causes of change, disasters and geographical events e.g. climate change, resource mismanagement etc (food and water)
IT	- **Social** education in ICT involves collaborative work which encourages social development. - As students progress through their learning they will consider more complex social needs and are encouraged to research and work collaboratively to find appropriate solutions to issues that may affect particular groups within society.

	● Students are encouraged to analyse use and access to IT in other cultures.
	● 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
Media	● This subject demands development of socialising skills with others including those from diverse backgrounds. The role of advertising and representation requires interaction with a global social media platform. ● British values form a part of the final assessment to create a project that would contribute to modern Britain, whilst working withing the values of democracy and rule of law. ● Study of diverse media forums.
Music	● The music and course instills good social skills by giving pupils the opportunity to share, collaborate and perform their own creativity.
RE	RE has a unique opportunity to discuss and debate a range of controversial issues. Through this, students can learn how to conduct themselves when in conflict or disagreement with others. They learn about teamwork, leadership and community cohesion. **Politics and governance** - Political ideologies - Political parties - Systems of governance - Electoral systems - Pressure groups - UK political system - US political system **Crime and Punishment**

	- Law and order - Legal system in UK - Theories of punishment - Court systems **Peace and Conflict** - Causes of war - Family conflict - Just war theory - United Nations - G7 Summits - Religion and war - Bullying - Forgiveness
Performing Arts	The performing arts and course instills good social skills by giving pupils the opportunity to share, collaborate and perform their own creativity. The concept of 'being a good audience member' is constantly revisited developing good social skills
Tutor time and other opportunities	● Safe teenage relationships ● Consent ● CSE ● The Environment and our responsibilities ● Black history

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)

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- 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
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- 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
English	- Study of Shakespeare, both socio-economic context and play, develops appreciation of cultural influence to own heritage. - Study of poetry of conflict creates understanding of own heritage and its influence on contemporary society and the individual. - Victorian literature demonstrates and creates understanding of cultural influences from big cities to individual character. - Study of world seminal literature such as Of Mice and Men allow for an appreciation of different cultures. - Non fiction articles that create discussion for longer writing tasks on key issues that need to be address for preparation for life in modern Britain. - Articles that give an insight into Britain's democratic parliamentary system and how this links to historical texts studied that have shaped our history. - Oracy - development of personal articulated opinions that interact with different faiths and cultural diversity. Reflection about contemporary issues such as Black Lives Matter. - Theatre trips - Poetry Live - Mock Trial Competition - Mock Bar Competition
Maths	Multi-cultural links to carpet designs using transformations can be made. The use of formal mathematical language is encouraged when describing transformations.

Art and design - Fine Art and Photography	The units of work at GCSE have been written for students to investigate, appreciate and empathise with differences in beliefs, faith and culture. Students develop understanding and awareness of how these impact upon society through both the Conflict and City projects, linking to a broad range of artists and photographers. Targeted audience and intentions are established to drive further developments.
MFL	- Comparison of school systems in England and abroad. - The use of transport in other countries and how France and Germany protect the environment through transport choice. - French and German cuisine - National sports in France/Germany - Year 10 - festivals topic. In both French and German festivals are studied. We compare these and look at similarities and differences. These include religious events. - In Year 10, we look at life in the different regions of France. - 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 9 film project - Das Wunder von Bern
History	Health and the People -Opportunity to challenge assumption that certain things have always been provided and that governments have always looked after their people Elizabeth - look at attitudes to women in Tudor times Conflict in Asia - look at the cold war and the clash between cultures - communism vs capitalism Nazi Germany - Nazi beliefs (dictatorship/prejudice) contrasted against values of democracy and tolerance

Geography	The GCSE curriculum covers a wide range of topics that help students understand and appreciate a wide range of cultural influences that have shaped their heritage such as:	
	Population change	
	Migration	
	Urban change	
	Ghettoisation in urban areas	
	Multicultural society (and super diversity)	
	We aim to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities through the study of:	
	Migration and multiculturalism	
	How people live, work and survive in cold environments	
	Students also gain 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) through the study of a wide range of case study cities, countries and environments including:	
	Alaska	
	Haiti	
	Japan	
	UK	
	China or Nigeria (NEE)	
	Rio de Janiero (NEE city)	
	Bristol or London (HIC case study of a city)	
	Sudan	
	Antarctica	
	Amazonia	
IT	● **Cultural** education in ICT involves the breaking through of linguistic and cultural barriers. It is possible to e-mail or chat across the world and to word process in the mother tongue.	

	● Using the internet to ensure that every pupil makes use of e-mail facilities to work with pupils from other societies
	● Whilst studying various aspects of ICT students are asked to reflect on how different cultures are portrayed on the internet and why or who is portraying them in this way.
	● Students look at the impact of age, gender and disability on individuals' choice/use of digital devices
	● Students gain an understanding of the requirements and communication needs of all groups of people when developing digital products.
	● Students are also challenged to think about how differing cultures access and use the internet and what implications this has on the individual and the culture.
Media	● Study and understanding of how the rise of social media has influenced contemporary society. ● Understanding the importance of how media allows the appreciation of different cultures. ● Study of newspapers and how they reflect political messages that create knowledge of Britain's democratic parliamentary system. ● Study of print media through the ages to reflect society at the time.
Music	Component 1 - Exploring Music Styles exposes pupils to music from all around the world, from different cultures and different time periods
RE	Tolerance and respect through discussion of different ideologies and through debate. Understanding of different perspectives through the study of philosophy ● Tolerance, bias, and the media ● Recognising and appraising differing beliefs ● Introduction to a variety of religions, beliefs, philosophies and ideologies ● Human Rights ● Equality/ inequality ● Religious freedom ● Prejudice and discrimination ● Racial harmony ● Racial discrimination

Performing Arts	Component 1 - Exploring the Performing Arts exposes pupils to many different styles of performing art, from different cultures and different time periods, studying and analysing their context. It then asks the pupils to make comparisons identifying similarities and differences and explaining the possible reasons for them.
Tutor and other opportunities	- European Day of languages - Black History month - Radicalisation and extremism - Prevent - Celebrating our local community - Work experience - Careers activities - Preparation for post-16 - Climate change - Armed forces day - British values - Student leadership/prefects