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<b>Approval Committee: Governing Body</b>



**GILLINGHAM SCHOOL**  
**Hardings Lane, Gillingham**  
**Dorset SP8 4QP**  
**SMSC POLICY**

## Social, Moral, Spiritual, Cultural (SMSC) Policy

At Gillingham School we promote a curriculum and wider ethos that ensures our students receive a comprehensive SMSC experience. We recognise that the development of pupils spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to understand, engage with and enjoy the world they live in.

We therefore aim to provide an education that provides students with opportunities to explore and develop their own values and wider British values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, a positive caring attitude towards other people, an understanding of social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our subject teaching and wider curriculum.

This policy relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they espouse.

All curriculum areas have a contribution to a student's SMSC development and opportunities for this will be planned in each area of the curriculum. Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to explore and understand views that differ from their own.

All adults will model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for students, their families, stakeholders and the wider community. Students should learn to differentiate between right and wrong through the understanding that their own decisions affect others as well as themselves. An ethos of self-respect and respectful behaviour towards others underpins our three school values:

- We are ambitious, take pride in our school and our learning is never disrupted
- We treat everyone with kindness and respect
- We have the right to feel safe and happy

Students should understand their rights and accept their responsibilities and the need to respect the rights of others. School expectations and values promote responsible behaviour. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the department's planning and learning resources. Examples of Departmental SMSC Provision Statements can be found as an Appendix to this document.

## SMSC AIMS

We aim to ensure that:

- everyone connected with Gillingham School is aware of our values
- staff ensure a consistent approach to the delivery of SMSC issues through the curriculum and wider school life
- a student's education is set within a context that is meaningful and appropriate to their age, ability and background
- students have a good understanding of their responsibilities and how to fulfil them

### **1. Spiritual Development**

#### **Aim**

This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.

#### **Objectives**

At Gillingham School the students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

Develop their self-esteem, self-knowledge and belief in themselves

Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs

Explore the spiritual values of others through stories, drama, music, art and religious education to name just a few

Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences

Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others

#### **In practice**

A PSRE programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values

A PSHE programme which utilises the curriculum to involve all years in opportunities for themed discussion, reading and learning tasks to encourage and develop an awareness of their own core values and those held and expressed by others

Subject specific opportunities for development of SMSC relevant to both specific learning tasks and appreciation for the wider world

Educational enrichment trips, creative partnerships and visiting speakers provide students with a range of experiences, which may promote a sense of awe and wonder about the world

A reflective approach to learning through formative assessment, spaced learning and Directed Improvement and Reflection time – students having ownership and understanding of where they are, where they need to get to and how they are to do it

A rewards system developing student self-esteem through credits, postcards home, bronze awards and sixth form commendations alongside specific celebratory events such as Creative Arts and Sports awards evenings

Assemblies with a focus on key topics, events, beliefs and cultures to offer a wider world perspective and increased self-awareness alongside enriching students' cultural capital

In many departments, displays of student work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual

The use of school council to involve students in the life of the school and the development of a student magazine produced by students, developing their capacity for critical and independent thought

The support and encouragement of good citizenship through schemes such as student mentoring and the Anti-Bullying Ambassadors

## **2. Moral Development**

### **Aim**

At Gillingham School, moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has an innovative and renewed Behaviour Policy that focuses on the positive aspects of behaviour rather than being punitive; staff promote a supportive approach to the management of challenging behaviour and we are an attachment aware school.

### **Objectives**

All stakeholders at Gillingham School guide and encourage students to be:

Kind and considerate, helpful to others and prepared to listen

Positive role-models and good citizens of the school community

Committed to the three school values

Committed to a healthy, safe and environmentally friendly school

Committed to looking neat, clean and tidy with a pride in their uniform; equipped and ready for learning

Ready to make independent choices based on their own moral compass

Ready to work to support justice, community and the welfare of themselves and others

Aware of the British Values and ready to use them to inform independent decision making

### **In practice**

Clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons

A student support and pastoral structure used by all staff that is focused on positive intervention. For more detail, refer to the Gillingham School Behaviour Policy (also available on this website)

PSHE programme for Years 7-13.

Assembly themes on moral issues, reinforced during tutor time

Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality

The use of students in teams across the school: Student council; Sports Captains; *Eco-team*; Peer Mentors; Anti-Bullying Ambassadors amongst others

Supervised and filtered access to the Internet together with regular assemblies focused on the safe use of the internet and related issues; school IT Acceptable Use policy

Local, national and global incidents, in addition to existing programmes of study, give an opportunity for teaching about morality and behaviour in a range of subjects

### **3. Social Development**

#### **Aim**

Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society. It aims to ensure that students understand and respect social structures that differ from their own as well as encouraging them to become effective citizens of their own communities and the wider world.

#### **Objectives**

Students will be encouraged to:

Maintain and develop relationships within the school, working successfully with other students and adults in the school community

Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community

Gain an understanding of the wider society through their family and carers, the school, local and wider communities

Actively participate in the school community and beyond into the wider community outside of school

### **In Practice**

Students at Gillingham School will be supported and encouraged to:

Interact with all staff in school and with external partners of the school in an appropriate and positive manner

The use of students in teams across the school: Student council; Sports Captains; *Eco-team*; Peer Mentors; Anti-Bullying Ambassadors amongst others

Elected school council representative to feedback views, ideas and concerns to their tutor groups and to the senior leadership team

Vote in the Dorset Youth Parliament elections and stand for election themselves

Participate in research; Sixth Form students will be offered the opportunity to become members of the Dorset Young Researchers Group

Experience, in programmes of study, the development of skills in speaking, listening and key reflective work where students have the ability to learn both with teacher interaction and support, but increasingly with more independent study

PSHE programme for Years 7-13.

Experience excellent pastoral, academic and career advice. Subject specific advice is given at certain milestones of a student's life at the school and a careers advisor can offer support on career/further or higher education planning alongside the use of Unifrog

Participate in the wider community through work experience in Year 10 and 12, the Sports Leaders programme, supporting charities such as Julia's House as well as participation in national charity events such as Sport Relief

## **4. Cultural Development**

### **Aim**

Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

## **Objectives**

The students will be encouraged to:

Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills

Recognise that similarities and differences may exist between different societies and groups

Experience a range of cultural activities in terms of literature, music, STEM, technology, art and design, dance, drama, sport and other media

Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides

## **In Practice**

At Gillingham School we encourage:

Educational visits at home and abroad to experience other cultures and ways of life

Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life

Visiting speakers to add depth to students' wider understanding of their own cultures and those of others

PSHE programme for Years 7-13

A wide range of educational and extra-curricular trips to other countries such as France, Spain and Germany, including cultural exchange visits

Assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, music and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals

Access to the Internet in order to explore cultures and activities as extension learning

Recognise the value and richness of cultural diversity in Britain



Develop an understanding of the UK's local, national, European, Commonwealth and global dimensions

**Practical activities to develop SMSC will include:**

Working together in different groupings and situations including Class groups, tutor groups, sports teams, clubs, Anti-bullying Ambassadors and student council amongst others

Encouraging the students to behave appropriately at break/lunch times through the guidance of Lunchtime supervisors, clubs and sporting activities amongst others

Taking responsibility e.g. Student Council Members, Sports Leaders, Tutor Reps, Peer Mentors, Lunchtime Supervisors, Student guides and Anti-bullying Ambassadors

Encouraging teamwork, discussion and cooperation in all group activities

Showing appreciation for the performances, academic or otherwise, of other students regardless of ability

Meeting people from different cultures and countries

Participation in a variety of different educational visits

Participation in live performances

Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days and national celebrations

Opportunities to make and evaluate food from other countries

Studying the contributions to society that certain famous, historical and influential people have made

Links with the wider community such as Duke of Edinburgh, The Rotary Shoebox appeal, NDRFC, local sports clubs, Julia's House Hospice and NGOs amongst others.

Continuing to welcome visitors into our school and encouraging students to act as guides

Continuing to support the work of charities such as Young Minds, Sports Relief and Julia's House

Continuing the development of strong home-school communication routes is regarded as very important, enabling parents and teachers to work in an effective partnership to support the students by utilising opportunities for parent workshops, home-school diaries and a range of meet-the-teacher opportunities including Parents' Evenings and awards celebrations.

Teaching students to appreciate and take responsibility for their local and wider environment

Liaising with local primary schools to support the curriculum e.g. Maths, English and PE amongst others

### **Promoting British Values**

In the document "Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools - November 2014" the DfE state:

"Schools should 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. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values."

### **Through our SMSC Policy, Gillingham School will aim to foster British Values by:**

Enabling students to develop their self-knowledge, self-esteem and self-confidence

Enabling students to distinguish right from wrong and to respect the civil and criminal law of England

Encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely

Enabling students to acquire a broad general knowledge of and respect for public institutions and services in England

Furthering tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures

Encouraging respect for other people

Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England through working with the Dorset Youth Parliament and other organisations

**The list below describes the understanding and knowledge expected of students as a result of the school's teaching of fundamental British values:**

An understanding of how citizens can influence decision-making through the democratic process

An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety

An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence

An understanding that the freedom to choose and hold other faiths and beliefs is protected in law

An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour

An understanding of the importance of identifying and combatting discrimination

### **Monitoring and Evaluation**

Any complaints about this policy from outside the school should be made in accordance with the Gillingham School Complaints Policy. Any other complaints should be brought to the attention of the Headteacher in the first instance. Serious issues could be raised through the school's Whistleblowing Policy.

**Provision for SMSC is monitored and reviewed on a regular basis. This achieved by:**

Monitoring of teaching and learning and work scrutiny by: SMSC Lead / HODs / SLT / Governors

Regular discussions at staff and Governance meetings.

Audit of policies and Schemes of Work with a focus on SMSC and British Values

We firmly believe that the effective provision and delivery of a curriculum that serves to accomplish all the aforementioned aspects of SMSC development will purposefully ensure our students develop the skills they need to achieve success and fulfilment in life.

#### **Appendix:**

#### **SMSC in the Curriculum**

#### **SMSC in Art**

##### **Spiritual development in Art**

The schemes of work are written to encourage students to explore and communicate their ideas about artwork created by artists and by themselves, and their place in the world.

Projects in Year 7 investigate (A) artwork concerning the human figure and (B) the relationship humans have with architecture and the dreamlike paintings of Hundertwasser.

Year 8 students investigate (A) the objects that surround them in Western society and (B) Native American Art and the concepts found within this.

Students are encouraged to examine, enquire and communicate their ideas, perceived meaning of artworks and their own personal feelings about artwork and the environment they live in, and that others live in.

We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner with an increasing degree of confidence as the course progresses.

##### **Moral development in Art**

Through studying the work of artists, their peers and their own work, students are encouraged to consider their own moral judgements. This can then influence or inform their own artistic development.

### **Social development in Art**

Students discuss and research a range of artists and art work, encouraging and developing communication skills.

Students work is celebrated throughout the school and is to be displayed in many areas. Students can apply to be Art Ambassadors and lead an exhibition of other students' work, to be viewed during the Creative Arts Award Evening.

Art club takes place throughout the year, teachers are often assisted by older students.

KS4 & KS5 students work independently in the rooms during lunchtimes.

Students of all year groups collaborate on whole school projects such as set painting for the school production.

### **Cultural development in Art**

Students will develop their knowledge and understanding of artist's ideas and concepts, identifying how meanings may be conveyed. Students will be exposed to some different cultures, beliefs and religions.

They are at times able to include their own cultural experience to influence and inspire their own work, as well as developing an increasing awareness of how culture and heritage can shape, support and challenge the work of others.

### **Further ways in which SMSC is explored in Art:**

Year 7 & 8 Art club

Creative Arts Ambassador role

Year 8 visit to the Pitt Rivers Museum and Natural History Museum, Oxford

Year 10 visits to Salisbury Cathedral and Shepton Mallet prison

VI Form visit to London

Visiting Artists in Residence

## **SMSC in Business Studies**

In Business Studies students are encouraged to explore sexism, racism and discrimination through the discussion of laws and recruitment and the implications on businesses. Students are encouraged to express their own opinions and explore different examples. Students also explore their own feelings and outlooks and reflect upon topics such as ethics.

### **Social development in Business Studies**

In Business Studies students work collaboratively on a range of projects, particularly on the Enterprise unit where they have to work together as a small business and develop product ideas and marketing strategies. Students then present their ideas to the rest of the class in a Dragons Den lesson. Throughout the GCSE, students are encouraged to develop their team working skills through collaborative work and research.

### **Moral development in Business Studies**

In Business Studies students look at employment legislation and investigate discrimination in the workplace. Student also complete a unit of work on ethics in business and investigate why some business adopt ethical practices while others do not.

### **Cultural development in Business Studies**

In Business Studies students look at the impact of the EU and how this impacts business trade. Students are encouraged to explore the wealth of different countries and how developed they are. Students will investigate the appropriate of marketing techniques in different countries and cultures.

## **SMSC in Computer Science Department**

KS5: Level 3 BTEC in Computing, Level 3 BTEC in Information Technology

KS4: GCSE Computer Science, Level 2 V-Cert in Interactive Media

### **Spiritual development in CS**

Students are continually reflecting on their own lives and the lives of others as they look at various case studies in all the courses.

All courses provides opportunities for reflection of awe and wonder about the achievements in technology today and the possibilities for the future. CS courses let students have the opportunity to reflect on how computers can sometimes perform better in certain activities than people. To promote students' spiritual development, their sense of self and their will to achieve, the computing department continually takes the opportunity to praise students for their contribution in lessons.

### **Moral development in Computer Science**

Through the use of real life case studies, students consider issues surrounding the misuse and access rights to personal data. The use of case studies in computing encourages students to draw conclusions through evidence rather than their preconceptions whilst allowing the students the time to reflect on the origins of their own personal perceptions of a topic.

Students consider the legal aspects of computer use including the Data Protection Act, Computer Misuse Act and Copyright legislation. They consider the implications of file sharing and downloading illegally and the penalties for engaging in this type of activity. Students also consider the moral aspects of developments in technology including the use of CCTV cameras, Speed Cameras and Loyalty Cards to balance up people's rights and responsibilities.

Computing helps students to explore aspects of real and imaginary situations and enables them to reflect on the possible consequences of different actions and situations. It can raise issues such as whether it is fair that some people in this country and in other countries cannot use the internet.

### **Social development in Computer Science**

Students are taught to think and produce work that reflects the needs of diverse audiences within our community and the wider community. Practical project work often involves producing work for a range of different clients.

### **Cultural development in Computer Science**

Computational thinking encourages students to develop and explore their problem solving skills. Computer science empowers students to apply their ICT and computing skills and to gain knowledge of how programming links between subjects e.g. Maths.

Students explore how developments in technology have changed our culture, particularly the rise in social networking sites and the ability to communicate instantly with people all around the world.

Students are challenged to think about how differing cultures access and use the internet and what implications this has on the individual and the culture.

## **SMSC in Design & Technology**

### **Spiritual development in Design and Technology**

Spiritual development is of a very high importance in Design & Technology. The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn breeds a self-confidence and belief in their abilities. It also challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome. Within our schemes of work we seek to develop these.

### **Moral development in Design and Technology**

In Design & Technology we seek to develop a sense of 'moral conscience' in our students, through focusing upon the moral dilemmas raised in designing and making new products. We teach students to understand the wider impacts on the environment when designing and making new products and expect them to consider carefully the materials & components they will use when designing and making. We encourage sustainable thinking through the active application of the '6 R's' and to highlight the impact on environmentally sensitive areas of the world. The 6 Rs include: reinvent/rethink, refuse, reduce, reuse/repair, recycle, replace/rebuy.

### **Social development in Design and Technology**

Social development is a key feature of all Design & Technology lessons. We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. We encourage students to give each other reminders when standards fall short of the collective expectation. This establishes and maintains a safe, secure, learning environment. We place an emphasis on developing the ability to work with other and to accept each other's unique personality. We encourage effective conversations about the work we do through self & peer evaluation, and to give and accept constructive criticism as a vehicle to improve students learning outcomes.

### **Cultural development in Design and Technology**

We develop wider cultural awareness in Design Technology through projects that have a connection with our past heritage and how our industrial routes have shaped our nation. We seek to expand student's knowledge of other cultures influences on design and manufacture including an increasing awareness of the influences digital manufacturing developments from other countries is having on the designing and making of products that we use



## **SMSC in Drama**

### **Spiritual development in Drama**

Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop Drama work based on a wide variety of subject matters and stimuli. At Key Stage 3 students cover a variety of topics, one of which is Juvenile Crime. During the course of this unit students are encouraged to explore a range of perspectives to develop their compassion and empathy for others. We also explore a unit of work based on Friendship and Bullying. At Key Stage 4 students interrogate and create Drama work based on a variety of stimuli of their choosing. In past years students have explored and developed work based on the Holocaust, 9/11, eating disorders, mental health issues, homophobia, bullying and so forth. Issues covered in the work from these stimuli encourage students to interrogate their own beliefs and understand other perspectives. Students regularly reflect on their work in progress, which demonstrates their willingness to improve and progress. Student feedback and lesson observations have proved students' enjoyment of the use of imagination and creativity in their learning.

### **Moral development in Drama**

As part of the curriculum students at both key stages are regularly given the opportunity and the motivation to investigate and offer reasons about moral and ethical issues. At Key Stage 3 students study Knife Crime, Juvenile Crime, Child Exploitation for which they will complete their own research and then develop into devised Theatre in Education performances. These performances are aimed at educating their own peers on any dangers involved, or raising questions for the audience with regards the topic explored. Another unit of work is based on the topic of Evacuation during World War II, and students are also expected to consider what the repercussions of World War I had on how things were then handled in the war following. We also discuss modern day scenarios with the refugee crisis and those seeking asylum. Students also undergo extensive character development throughout all units of work. They will explore character motivations, uncovering reasoning for certain behaviours and characteristics. This is further developed at Key Stage 4 where students' individual investigative study of characters from given circumstances and scripts, requires them to extend their understanding of the circumstances, rights and choices of others.

Throughout both key stages students will further be encouraged to take responsibility for their own actions, by learning what is right and wrong through effective communication, cooperation and sensitivity.

### **Social development in Drama**

Students are encouraged to develop empathy through themed collaborative work which requires them to look at a variety of different lifestyles and circumstances from a range of viewpoints. There is a strong mutual respect between students across the department based on a shared desire for success within drama and beyond.

Student groups are alternated regularly to ensure all students work with all other students within the classes, regardless of race, religion, background, gender or sexuality. Students will learn how to be respectful of the opinions of others,' in addition to learning the skills required to successfully lead a group in a supportive and sensitive manner. Problem-solving is a huge element of Drama and students will be encouraged to communicate and cooperate effectively, to ensure progress is made each lesson. Students are regularly required to offer peer feedback to each other in a constructive and productive manner, and they are taught to be receptive, and positive, about the (sometimes differing) views of others'.

### **Cultural development in Drama**

Across all key stages students interact with a number of poetic and artistic texts to act as stimuli for their work, Blood Brothers being one of the most popular. Our Country's Good at KS5 explores the result the colonisation of Australia and raises a lot of cultural ideas. Literary heritage is shared through the study of Shakespeare at Key Stage 4, if students desire to do so. Artistic heritage is shared through numerous theatre trips offered across the year. We also regularly arrange 'in house' workshops with specialist theatre practitioners in order to increase our students' cultural awareness further.

Students pursuing Drama at Key Stage 4 are expected to contribute to the annual whole-school productions, with this being an option at Key Stage 3. Students are expected to show commitment to in- class and whole-school productions, by attending all rehearsals with energy and enthusiasm. Furthermore, there is a Lower School Drama Club that runs weekly, from which a Summer Lower School show is produced. This club is highly popular with our students and is a great addition to the Drama/ Performing Arts Department.

### **SMSC in English**

In English, aspects of Spiritual, Moral, Social and Cultural learning are present in multiple areas. It is for this reason that we offer an SMSC overview with different multi-area headings.

#### **Novels**

Students working in Gillingham's English department study a range of literature which encourages moral and cultural development through discussion and debate. There are many examples of this. The text "Animal Farm" is studied as a core text in Year 7 and "Of Mice and Men" is studied in Year 8. Taken as a pair, these texts encourage students to consider a wide range of political themes, like racism, sexism, democracy and socialism. They are also texts which ask moral questions of the reader, without easy answers, about euthanasia, inclusion, revolution and suffering. As recognised classics which are frequently referenced and quoted, they are also a valuable reference point which will help students to engage in wider literary culture. The students are also introduced to modern novels, when they study "Never Let Me Go" in Year 9, a challenging text which can help them consider difficult philosophical questions about mortality and loss.

### **Poetry and Plays**

Students also study a range of poetry and plays over their five years in the department, which helps them become comfortable with these genres, which are often considered exclusive or 'high-brow'. Studying plays creates an appropriate opportunity for culturally enriching trips; there is a Globe Theatre trip which runs in Year 8, and regular trips which help students engage with their set GCSE set texts. Students from our school have sometimes never been to the theatre before, so the department's theatre trips are an essential aspect of their cultural development. Students are also encouraged to become comfortable with poetry, through regular exposure to poems, and through the careful instruction of the department's teachers. Students study a poem every two weeks through most of the five years, to help them become comfortable reading poems independently and making connections between different poems. A good working knowledge and ability with plays and poems is sometimes taken as a key sign of cultural literacy in our society, and the department aims to develop students who can show that they are confident and comfortable in these fields.

### **Context**

Throughout their five years in the school, students are encouraged to develop their historical understanding and then link texts to that context. This will help them to understand and engage with a wide range of historical periods. They study the Ancient Greeks, Victorians and Russian Revolution in Year 7, and Civil Rights Era America and the Romantic Period in Year 8. This range of cultural knowledge continues to be developed in Year 9, when they consider the World War One as a literary topic. As these contexts are being considered in an English classroom, they are approached with a different emphasis than they would be in a history classroom, with more focus on culture, and the moral stance that has historical writers have taken. All of this builds up a wide range of cultural reference points, which can help students participate in cultural discussion and understand historical debates. It can also help them to assess and understand their own culture, where it has come from, and whether there are any groups or individuals who may be excluded or victimised in modern-day Britain. This work is continued into the GCSE course, where the poetry anthology continues to expand the range of contexts which students are confident working with.

### **Independent Work, Pair Work and Group work**

The English department encourages a wide range of different styles of working. While students are encouraged to work independently, they also engage in lots of work which encourages healthy interaction with their peers. For example, peer assessment is a continual part of their learning throughout their five years in the department. This helps them to take some responsibility for each other's progress, to express issues or problems in a constructive manner, and to receive feedback in as a mature young adult. These are social skills which would be helpful when encountering problems in a workplace or a social setting. Students also work in larger groups, which develops their ability to take a role in a team and contribute appropriate to discussions with multiple participants. There are also many opportunities for students to develop their leadership skills in this context, as they take in a leading role in their group and shape the path that a particular project will take. Students also practice speaking in front of large groups, as they give multiple presentations throughout their time at the school. This helps them

develop the confidence and skills necessary for public speaking, and to practice interacting with an audience and responding to questions appropriately. These skills will be helpful in a wide range of professional or social settings.

## **SMSC in Geography**

### **Spiritual development in Geography**

The fact that Geography is the study of real people in real places means that it constantly links and develops students spiritually. For example, when looking at natural disasters such as Earthquakes, volcanoes or Tsunamis, a fascination of the world around them is developed, whilst the study of development for example in Mumbai gives students an appreciation of the world around them. The study of urbanisation and energy futures also allows students to reflect on their own beliefs and others, and the impacts a global world has on these. Throughout, topics like this enable students to reflect and share their own experiences and the diverse nature of our classes really enhances discussion and debate in this area. Imagination and creativity is a theme in teaching, where students are stretched in activities ranging from the design of their own crime investigations and consideration of needs and wants in this.

### **Moral development in Geography**

Geography is a subject that lends itself to investigations, debates and a consideration of different viewpoints and most geographical topics have a moral element to them. For example when considering physical topics such as rivers, flooding and coasts consideration is given to how much these issues that arise are man-made. Similarly in the food security and development topics, debate centres on the role of humans and how ethical our actions are. For example the distribution of hunger globally, food waste and other moral issues that occur in developing, emerging and developed countries are topic areas for debate. Geography allows students to see and explore consequences of mismanagement, and also to look at the situations from different points of view. Debates allocate students different roles in decision making processes which help develop empathy and appreciate the opinions of others. This is seen in topics such as the future of Antarctica.

### **Social development in Geography**

Social development is a focus in Geography and looks to enhance and develop students throughout KS3. One of the introductory topics in Year 7 on urbanisation see's classes collaborating as a group and this collaborative learning continues throughout. Similarly peer assessment and feedback further enhance student's social skills. Questions and debates encourage the scenario of 'what would you do' in the situation relating to various topics in Geography, encouraging students to co-operate and resolve conflict.

### **Cultural development in Geography**

Throughout Key Stage 3 Geography looks at various cultures and their influences across the world as well as more local studies and their cultural awareness is developed as a result. For example the unit 'Britain's place in the world' which has elements which focus on historical culture and its impact on our current culture. Work within the subject allows them to express their opinions and communicate their knowledge in varied ways for example through empathy work linked to natural disasters and also contact with people, schools and students from different countries or who have visited there to further develop this cultural awareness. Within Human Geography in particular the topics lend themselves to exploration of their own identities and others.

## **SMSC in History**

### **Spiritual development in History**

The ability to be reflective about their beliefs, religious or otherwise is a theme visited throughout KS3. For example in Year 7 and 8 there is a big focus on the role of the Church and the Reformation. Similarly at the end of Year 8 the study of the Holocaust further develops this theme. In terms of students' enjoyment of the subject, links and comparisons are continually made with modern day, to 'hook' the interest of the students, for example the impact of the Magna Carta on modern day law and order. Within all of this creativity and imagination is key. Empathy tasks figure highly in the curriculum, whether that is a slave being transported to a terrifying new world or a Suffragette fighting for the right to vote.

### **Moral development in History**

History is a subject that lends itself to investigations, debates and a consideration of different viewpoints. For example in terms of moral and ethical issues, debates over the role of General Haig in World War I – Butcher or Hero of the Somme (Year 9), the role of women in History and their struggle for equality (Year 8) are two such examples. The idea of right and wrong and consequences is also a theme throughout. Obvious examples are students discussing and attempting to come to a consensus on who was more to blame for the Holocaust; Hitler, the Nazi Party or the German people. The Slave Trade follows a similar theme. Wider links are highlighted through promoted events such as Black History Month and International Women's Day.

### **Social development in History**

Social development is a focus both in terms of classwork, but also thematically in the curriculum. Topic wise exploration of democracy and the monarchy in the UK, as well as changes socially in Britain (such as the role of women) are explored. Questions and debates encourage the scenario of 'what would you do' in the situation relating to various events throughout History, encouraging students to co-operate and resolve conflict.

### **Cultural development in History**

Topics lend themselves to development in this area. An appreciation of the influences that have shaped the students' own cultural heritage is focused on ranging from links to the two World Wars (which can be explored as part of students' trench projects) and the key changes brought about by these events. Examples include the setting up of the NHS (Year 9). Further links in this area can look at migration, which can be tracked from the earliest topics of the Normans to modern day. A focus on significant individuals or places in Britain encourages students to reflect on their own cultural assumptions and values. Through marking each other's work and delivering presentations and debates, students also are introduced to concepts, values and events they would never otherwise have encountered. Work within the subject allows them to express their opinions and communicate their knowledge in varied ways, from class discussions, written work and more artistic work. Written work such as on the First World War and Slave Diaries help develop empathy, whilst in a sporting level links are also made (for example, football in the trenches) to enthuse and educate. Developments in religion and its impacts are also developed throughout KS3, further enhancing students cultural development.

### **SMSC in Mathematics**

Within the Mathematics department we develop the spiritual, moral, social and cultural well-being of the students through the teaching and learning within the lessons, cross curricular links and extra-curricular activities where possible. Our Maths teaching actively encourages risk taking which enables students to explore and try new ideas without the fear of failure.

#### **Spiritual Development in Mathematics**

Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. In Maths lessons students are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them. Examples of spiritual development in Mathematics include:

- Investigating Fibonacci sequence and its links to nature.
- Learning about Pythagoras and application of his theorem to real life situations
- Investigating different number systems such as binary
- Developing a sense of awe and wonder in the topic of standard index form where astronomically large and microscopically small worlds are considered
- Considering the nature of infinity when converting between recurring decimals and fractions or with the limits of sequences
- Considering different routes to the same solution
- Asking what if questions when solving puzzles

### **Moral Development in Mathematics**

The moral development of students is an important thread running through the mathematics syllabus. Students are provided with opportunities to use their maths skills in real life contexts, applying and exploring the skills required in solving various problems. All students are made aware of the fact that the choices they make lead to various consequences. They must then make a choice that relates to the result they are looking for. The logical aspect of this relates strongly to the right/wrong responses in maths. Examples of this include (but are not limited to, analysing data and considering the implications of misleading or biased statistical calculations and discussing the impact of bias in statistics.

### **Social Development in Mathematics**

Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable students to have an accurate grasp of where they are and how they need to improve. Examples of the social development in mathematics include:

- UKMT Team Maths challenges for Years 8, 9, 12 and 13
- Mathematical puzzles related to real life situations
- Academic mentoring from Y12 to Y11 students
- Maths Ambassadors
- 6th formers supporting in lessons
- STAR MARKING and DIRT to develop peer reflection and metacognitive skills

### **Cultural Development in Mathematics**

Mathematics is a universal language with myriad cultural inputs throughout the ages. Various approaches to Mathematics from around the world are used and this provides an opportunity to discuss their origins. This includes different multiplication methods from Egypt, Russia and China, Pythagoras' Theorem from Greece, algebra from the Middle East and debates as to where Trigonometry was first used. We try to develop an awareness of both the history of Maths alongside the realisation that many topics we still learn today have travelled across the world and are used internationally. We also relate maths to the modern world and the evolving state of technology, for example, in relating formulae in algebra to computer games and science.

## **SMSC in Modern Foreign Languages**

### **Spiritual development in MFL**

Students are taught to accept and embrace other languages and cultures through the teaching of MFL. A whole range of GCSE topics, and KS3 material covers topics from travel to education, healthy living and social awareness. Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.

### **Moral development in MFL**

Students are encouraged to show empathy and understanding to others and learn about right from wrong and the choices historical figures from Hispanic culture have made. Stereotypes and intolerance are challenged through the teaching of language and culture. The MFL schemes of learning identify and explore many moral issues in a global society context, covering famous people (within a high moral context) to issues relating to the environment, equality of education within a global context, work opportunities, social mobility, travel as a means of exploring the world and the consequences of this, and media and new technology, including Facebook, texting and the Internet as a means of communication (and discussing the moral outcomes of this).

### **Social development in MFL**

Students are encouraged to work independently in lessons and proactively use the target language in classwork, whether through pair work, co-operative learning techniques or group work. Students are often differentiated in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact. Students are encouraged to experiment with language and learn from their mistake. There is a supportive environment in MFL classes where mistakes are seen as learning opportunities, rather than as failures. The students are encouraged to use each other as a learning tool and develop social strategies for dealing with confrontational situations or problems.

### **Cultural development in MFL**

Cultural development and cultural awareness are fundamental in language learning at Gillingham School. At all stages of MFL teaching and learning, cultural development is at the forefront of our success criteria. Exploration of language and culture is key to language learning, whether through lessons or school trips. The school gives students the opportunity to take part in French, German and Spanish exchanges as well as the Normandy trip which encourages students to experience and value the differences between our culture and those of other countries. Students are encouraged to embrace 'difference' at all stages of their



linguistic development and accept ideas which may be 'alien' to them, as culturally significant. Students are encouraged to discuss and challenge stereotypes within a national and international context. Media and new technology are encouraged to explore students' interest in language and culture in all aspects of their learning

## **SMSC in Music**

### **Spiritual education in Music**

This is encouraged through the experience and emotion of responding to performing, composing and listening and appraising music. We encourage students to express their feelings verbally in a variety of ways e.g. questioning, paired or group learning. We aim to nurture their confidence by creating a supportive and positive learning environment as well as encouraging them to be creative with their compositions. Where appropriate, we encourage students to understand how music reflects the beliefs of others.

### **Moral education in Music**

We encourage all students to engage in discussions about musical performances (self- and peer-appraisal) and presentations from other students and visiting professionals. Where there is a specific cultural or social reference that is explicit in the learning, we encourage students to reflect upon this. When students present their own work we ensure fair and objective assessment and evaluation of their learning. We try to instil a culture of respect: for the equipment; for the practice rooms; for the music; for each other.

### **Social education in Music**

Students collaborate routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, leadership, resilience and time-management. We encourage them to reflect on their role within the group as well as evaluating their individual abilities and strengths. Over time, students should learn to build upon these collaboratively. Where they are required to express their feelings students are encouraged to do this sensitively with an awareness of the needs of others. Extra-curricular music is a massive part of what we offer at Gillingham. Music is a social subject and we strongly encourage all students to become involved through their playing and singing in making-music with others – music is designed to be shared! We have a team of Music ambassadors who help with school events and in organising our lunch rehearsals. We encourage pupils to contribute repertoire ideas for the ensembles and offer a broad range of activities and trips. Our biennial Music Tour is a real highlight of the school calendar. It is the only overseas school trip for all year groups and indeed the only residential trip for all year groups. You only have to come to the start of lunch before we get practising to see students of different year groups and backgrounds socialising together. We take pride in celebrating success and in creating our own sense of community.

### **Cultural education in Music**

The resources and musical examples used across all Key Stages for our students encourage a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles and the development of the western classical traditions. We encourage students to create their own music and to incorporate different musical influences in their own composition, particularly at KS4. We use a variety of instruments from around the world including Latin American percussion to enrich the cultural experiences of our students. We have also organised various workshops which have included: the development of blues and improvising, African Drumming and a cappella close-harmony vocals. KS3 study includes: programme music, film music, fanfares, dance music and the blues. KS4 study includes: western classical traditions, chamber music (string quartet, musical theatre, and jazz combos), film music, pop and rock music and fusions. KS5 study includes: vocal music, instrumental music, pop and jazz music, film music, new directions and fusions. Our Music Tours also offer significant cultural experiences as we travel and stay in foreign countries. A full sight-seeing programme is included – highlights include: singing during the Last Post ceremony at the Menin Gate; seeing an opera in Verona; taking part in a folklore evening in Prague. We have visited Austria, Spain, Belgium, Italy (Lake Garda region and Tuscany) and the Czech Republic. We are due to travel to the Black Forest Region of Germany in 2020.

### **Examples of Spiritual, Moral Social and Cultural Development in Music include:**

- Students have the opportunity to listen to, and participate in, performances for the school and wider community: this includes events raising money for charity
- Students' cultural experiences are broadened and strengthened through our extra-curricular program
- Students 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, and as part of their whole class in larger ensembles

### **SMSC in PSRE**

#### **Our Curriculum Intent:**

- Speak about Religion in an informed way
- Gain an appreciation of the importance of religious belief in the world today
- Critically analyse religious and non-religious world views to understand their importance to the followers.
- Using enquiry become aware of diversity between religious groups and within religious groups to avoid stereotyping.
- Challenge stereotypes through analysing how beliefs and practices of both religious and non-religious world views are linked.
- Opportunities to consider religious and non-religious world views and reflect on their own spirituality.
- Ponder the big questions and reasons and purpose for our existence

- Keeping them safe in the wider world through Sex/Relationships/Drugs/Alcohol/Tobacco education
- Signposting students to organisations/people to turn to when they experience challenges
- To give students the support, knowledge and resources they need to be able to make informed choices about their future education and careers

### **Year 7**

Year 7 begins with lessons on the transition to Secondary School which informs them of what to expect and also discusses any worries they may have and who they can approach for help. This moves on to the concept of a Growth Mindset.

The key inquiry in Year 7 is 'What is Religion', having defined this the students go on study different denominations within religions to demonstrate the diversity in religious traditions. We do a unit on Philosophy to help them consider points of view different from their own and also allowing them to reflect on their own beliefs about the world.

We look at the concept of Democracy, the British Government, the voting system and the monarchy. Before moving on to topics to keep them safe: Internet safety Puberty, FGM, healthy lifestyles families and relationships.

### **Year 8**

The year 8 curriculum is centred on human rights. We begin by looking at the UDHR and the reasons that it was created, this is followed by looking at the work of Unicef and the UN. Human rights in the UK are studied and then circumstances where human rights are not upheld through forced marriage, human trafficking etc. We cover religious prejudice, extremism (Political and religious), Prevent and cults.

They have some lessons on road safety and are taught how to perform CPR. They revisit drugs and alcohol and for the first time are introduced to contraception. We cover body image, positive relationships, County Lines, Gangs and online grooming.

We have put lessons into year 8 on sexting, vaping and cannabis due to a need which has been identified in the school.

### **Year 9**

Students begin the year with an inquiry into 'What is Real?'. They ponder the reality of their existence, followed by a study of the relationship between Science and Religion. Following this we look at ethical theories and then apply them to theories such as designer babies, population control, the death penalty and animal rights. Then we study the problem of evil and the various solutions. Unhealthy coping strategies are considered as are the people, and organisations that can help. We revisit consent and contraception as well as drugs and alcohol, STIs, porn and sexting. Using Stonewall Resources we cover LGBT issues.

### **Years 10 and 11**

Students have followed the AQA GCSE course from year 9 to year 11, however this is phasing out. The minority of students follow a full course GCSE, with most students following a short course due to their individual options pathways.

**Full Course:**

**Paper 1 - Beliefs, teachings and Practices – 1 hour 45 minutes**

Students are required to study two religions in depth. We study Christianity and Islam.

**Paper 2 - Ethical Studies – 1 hour 45 minutes**

Students are required to focus on one religion for this unit. We will focus upon Christianity.

- Religion and Life
- Religion, Peace and Conflict
- Religion, Crime and Punishment
- Religions, Relationships and Families

**Short Course:**

**Paper 1 – Beliefs and teachings - 50 minutes**

Students are required to study two religions in depth. We study Christianity and Islam.

**Paper 2 - Ethical Studies – 50 minutes**

Students are required to focus on one religion for this unit. We will focus upon Christianity.

- Religion, Peace and Conflict
- Religions, Relationships and Families

Each of these courses are assessed through exams at the end of the course and there are no controlled assessments or coursework.

**In Addition**

Students in Year 10 and 11 follow the PSHE Association's syllabus.

## Opportunities

PSRE is an interesting and stimulating subject and students should expect to enjoy their studies. Much of the material is thought provoking and demanding and lessons often involve discussion and debate.

Students should feel confident to express themselves freely and respect the comments and opinions of others

## PSRE Curriculum Years 7-9

Year 7 What is Religion?	Year 8 What are my Rights?	Year 9 What is Truth?
Transition	<a href="#">Human Rights and Responsibilities</a>	<a href="#">Fake News</a>
What is a Religion Reflection Lesson	<a href="#">The UN and Human Rights</a>	<a href="#">Plato's Cave</a>
What is a Religion Investigation	<a href="#">Unicef and the United Nations</a>	<a href="#">Plato's Cave</a>
What is a Religion Investigation and Evaluation	<a href="#">Genocide</a>	<a href="#">Science vs Religion</a>
What is a Religion Investigation and Evaluation	<a href="#">Human Rights in the UK</a>	<a href="#">Science vs Religion</a>
Friendships	<a href="#">Forced and Arranged Marriages</a>	<a href="#">Science vs Religion</a>
Is there religious diversity?	<a href="#">Human Rights - Education</a>	<a href="#">Absolute and Relative morality</a>
Christian Denominations	<a href="#">Human Trafficking</a>	<a href="#">Situation Ethics</a>
Sunni and Shi'a	<a href="#">Global Citizenship</a>	<a href="#">Utilitarianism</a>
Jehovah's Witnesses	<a href="#">Hate Speech</a>	<a href="#">Kant</a>
Amish	<a href="#">Religious Prejudice</a>	<a href="#">Humanism</a>
Mormonism	<a href="#">Political Extremism</a>	The death penalty
Scientology	<a href="#">Tommy Robinson</a>	The death penalty
Illuminati	<a href="#">Religious Terrorism</a>	Simulated killing
The Odyssey - What is philosophy	<a href="#">Prevent</a>	Simulated killing
The War	<a href="#">Cults</a>	Should we enforce Population Control
Happiness and Forgetting	<a href="#">Disability Discrimination</a>	Should we enforce Population Control
Nobody's Home	<a href="#">Teenager Discrimination</a>	Should we allow parents to alter their children's genes

Dinner Guests	<a href="#">Road Safety</a>	Should we allow parents to alter their children's genes
Captain or Crew	<a href="#">Road Safety</a>	Should animals have rights?
Choices	<a href="#">CPR</a>	Should animals have rights?
The Underworld	<a href="#">Alcohol</a>	Problem of Evil
What is democracy?	<a href="#">Drugs</a>	Problem of Evil
The Monarchy	<a href="#">Cannabis</a>	Problem of Evil
How does the British Government work?	<a href="#">Vaping</a>	<a href="#">Eating Disorders</a>
Voting	<a href="#">Gangs</a>	Managing conflict at home
Ethical Financial Decisions	<a href="#">County Lines</a>	<a href="#">Self Harm</a>
Family Life	<a href="#">Knife Crime</a>	<a href="#">Dermatillomania</a>
Romance and Relationships	<a href="#">Young Offenders</a>	Careers
Puberty	<a href="#">On Line Grooming</a>	<a href="#">Cancer Other People</a>
FGM	<a href="#">Sexting</a>	Fit (LGBT+)
Healthy Eating	<a href="#">Mental Health - Body Image</a>	Fit
Exercise	<a href="#">Positive Relationships</a>	Drugs and alcohol abuse
Raising Aspirations	<a href="#">Consent</a>	<a href="#">Consent</a>
Real game (Career)	<a href="#">Contraception</a>	Contraception
Real game	<a href="#">Money Management</a>	<a href="#">Healthy Relationships</a>
Real game	<a href="#">Financial decisions</a>	<a href="#">STIs porn, sexting</a>

## PSRE Curriculum Years 10 and 11 (will be changing September 2020)

Year 10 (Last year of Short Course GCSE)	Year 11
Transition to key stage 4 and developing study habits	Promoting self-esteem and coping with stress
Mental health and ill health, tackling stigma	Learning and revision skills to maximise potential

Understanding the causes and effects of debt	Understanding the college application process and plans beyond school
Understanding the risks associated with gambling	Skills for employment and career progression
Tackling relationship myths and expectations	Personal values and assertive communication in relationships
Managing romantic relationship challenges including break ups	Tackling domestic abuse and forced marriage Health and safety in independent contexts
Exploring the influence of role models	Taking responsibility for health choices
Evaluating the social and emotional risks of drug use	British values, human rights and community cohesion
Understanding different families and learning parenting skills	Challenging extremism and radicalisation
Managing change, grief and bereavement	
Preparation for work experience	
Evaluation of work experience and readiness for work	
<b>In addition to a Short Course GCSE in Religious Studies</b>	

### SMSC Development in Psychology

<b>Spiritual Development</b>	
<b>ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</b>	In psychology there is much scope for whole class and paired discussion. Students will be explicitly directed to consider and respect the feelings of others, in particular in relation to 'socially sensitive' research findings around topic areas including, but not limited to, mental health, attachment and families, personality and gender development.
<b>sense of enjoyment and fascination in learning about themselves, others and the world around them</b>	In psychology our model of collaborative planning and booklet based work encourages teachers to develop interactive, practical and enjoyable learning activities. This includes, where possible, opportunities to recreate ethical experiments (e.g. within the Memory modules) using each other as participants.

<b>willingness to reflect on their experiences.</b>	Many learning activities engage students by encouraging them to apply theories and ideas to their own personal experiences. The sharing of these experiences is encouraged, with reference to culture of respect for others.
<b>Moral Development</b>	
<b>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</b>	Students who study Psychology at A level will be encouraged to consider the implications of the 'free will v determinism' debate, in particular in relation to deterministic explanations for aggression which raise questions around personal responsibility and crime. At GCSE there is scope to explore issues around 'right and wrong' in the study of obedience, conformity and bystander intervention. In all cases there is an appreciation of the social pressures on us to behave in ways which may cause 'moral strain'.
<b>understanding of the consequences of their behaviour and actions</b>	Managing behaviour in the Psychology classroom prioritises the need to respect the feelings and values of others. Failure to do so will always be challenged.
<b>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.</b>	Psychology offers scope for frequent discussion around the ethical implications of using naïve participants in psychological research. There is also scope to explore the extent to which socially sensitive topics can and should be the topic of scientific study.
<b>Social Development</b>	
<b>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different</b>	There is an expectation that students will learn to work co-operatively with a partner and / or within a small group in most, if not all, Psychology lessons. Seating plans at all ages will encourage a healthy and



<b>religious, ethnic and socio-economic backgrounds</b>	productive mix of opportunities to socialise with others.
<b>acceptance 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</b>	<p>There is an explicit opportunity to explore British values and the nature of a democratic society within the teaching of Social Psychology, and in particular with reference to the authoritarian personality and use of the 'Facism Scale'.</p> <p>At A level, there is also scope to explore the criminal justice system and to consider the purpose and effectiveness of the prison system within the aggression module.</p> <p>Consideration of how cultural values can impact on how we see the world is a common theme within psychological research.</p>
<b>Cultural development</b>	
<b>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</b>	<p>The memory module provides a good opportunity to become aware of how cultural expectations can distort our perception and memory for events.</p> <p>Cross cultural research in attachment teaches students to be less judgemental about parenting practices in different cultures, and to consider that their own views are often 'ethnocentric' (based on the assumption that our own cultural norms are 'superior')</p>

## SMSC in Science

### **Spiritual development in Science:**

The study of Science enables students to make sense of the world around them – a common theme running through with ‘How Science works’. Developing deep thinking and an ability to question the way in which the world works promotes the spiritual growth of students.

#### Examples

Year 7 - Safety in the laboratory: As part of the introductory module students are taught how to keep themselves safe in practical situations during lessons. This is made fun for students by gradually increasing the level of practical activities to test safety skills and build on future enjoyment in lessons. Students will be taught how to use equipment and how this equipment functions.

Year 7 Reproduction: We look at how life begins and how our bodies are changing (puberty). This module is enjoyed by students as this is often the first real time this subject area is breached in school and students are naturally curious about it. Teachers apply rules and ensure students are comfortable in the delivery and teaching of this material to ensure that lessons are productive, informative and enjoyed.

### **Moral development in Science:**

The moral development of students is an important thread running through the Science syllabus. We aim to develop the ability to recognise difference between right and wrong and applying it to our own lives. Some areas covered in the syllabus which recognise the difference between right and wrong within the science curriculum are:

#### **KS3:**

Year 7: We will mention the effects of Teenage pregnancy and the moral consequences of underage sex, although this is covered in much more detail in PSRE.

Year 8 – Health and diet. A huge part of the curriculum with regards to how to keep our bodies healthy. This comes into KS4 when looking at the heart and how we damage it through various means.

#### **KS4:**

GCSE Chemistry. Within the course students consider the impact of multiple chemical and industrial processes on the environment - including the combustion of hydrocarbons and the impacts of global warming and acid rain on the environment. The production of ammonia during the Haber process and usage of excessive fertilisers on food chains are considered in detail.

**Social development in Science:**

This aspect of SMSC, is not covered, by one particular part of the curriculum. It is expected that a student's social development in Science is always promoted through the use of pair share activities and practical activities where students work in groups. Students will work with a variety of different students, from different backgrounds and each teacher is expected to implement seating plans to ensure that this happens. Problem solving skills and teamwork are fundamental to Science through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to explain concepts to each other and support each other in their learning. Over time they become more independent and resilient learners.

**Cultural development in Science:**

Science has a valued history of students are expected to development their cultural aspect of SMSC through a variety of means. One key area this is targeted in would be where Students study the history of scientists that have brought about our understanding of science as we know it. We look at some of the following scientists throughout Y7-Y13: Marie Curie, Joselin Bell Dimitri Mendeleev, John Dalton, Stephen Hawkins, Ernest Rutherford and Edwin Hubble.

Not yet finalised:  
Media Studies