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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 the Bronze, Silver, Gold and Platinum Awards. This focuses on developing new skills and contributing to the school community as a pre-requisite to obtaining rewards. At 6th form level, this also involves developing student leadership skills.

Additional rewards are available to encourage involvement in the creative arts and sports, using the green and red tie system, 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. This includes the 'Votes for School's' platform which focuses on weekly debates focusing on current affairs and cultural issues. This involves a weekly discussion and vote, developing oracy skills and allowing students to engage in the democratic process.

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. Displays celebrating different cultures and other groups in society are featured throughout the school.

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.

Opportunities for all students from Year 9 to participate in the school-led Duke of Edinburgh programme, with funding available for those experiencing financial hardship.

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; library committee, 6th form leadership and community roles

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; Mental Health 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. This includes the 'Votes for School's' platform which focuses on weekly debates focusing on current affairs and cultural issues. This involves a weekly discussion and vote, developing oracy skills and allowing students to engage in the democratic process.

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 space they inhabit, referencing Zaha Hadid and Rob Dunlavey.

Year 8 students investigate (A) the art movement Pop Art, engaging with everyday objects and how this artwork reflected society post 1950's(B) Identity and how to visually express themselves looking at the work of Grayson Perry and other artists of inspiration.

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.

KS5 students are encouraged to consider the world widely, reflecting on their own experiences and those of people around the world, past and present. They consider artists motivations and concepts, and the reason artists choose the subjects they do. We encourage them to create meaningful work that tells a considered, creative story.

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.

KS5 political, social and personal events are considered, especially from the second term of Year 12. Exemplar work is show where students have created projects based on moral narratives and conversations.

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.

KS5 Oracy is developed in the 'Research Project' as well as the 'Creativity' project, developing confidence.

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:

Creative Arts Ambassador role
Creative Ambassador led Art Clubs
Year 10 visits to Hauser and Wirth and Shepton Mallet prison
VI Form visit to London/ Art and Photography day
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 high importance in Design & Technology. The process of creative thinking and innovation inspires students to foster undiscovered talents, which in turn breeds 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
Wider cultural awareness is developed 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 "How I Live Now" is studied in Year 8. Taken as a pair, these texts encourage students to consider a wide range of political and social themes, like racism, sexism, how individuals find their place in society, democracy and socialism. They are also texts which ask moral questions of the reader, without easy answers, about euthanasia, animal rights, inclusion, inequality, revolution and suffering. As recognised classics of the past and present 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 study "Lord of the Flies" in Year 9, a challenging text which can help them consider difficult philosophical and social questions about the nature of humanity and how we live together.

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 the five years, to help them become comfortable reading poems independently and making connections between different poems. A huge range of ideas and issues are explored through creative writing and discussion. 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 Tudor attitudes and beliefs and World War Two as a literary influence. 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 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. The narrative has been changed when looking at the Year 8 units on the Transatlantic Slave Trade and the Holocaust. By working closely with the Holocaust Educational Trust we have focused on the language of survivor testimonies and have presented the history of different minority groups in a positive way rather than propagate a victim narrative. Consequently, we look at the role of African Kingdoms prior to looking at the slave trade. 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 KS3 curriculum, whether that is an enslaved person being transported to a terrifying new world, looking at reasons for modern day migration due to current conflict 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 the British Empire in the Transatlantic Slave Trade, the role of women in History and their struggle for equality 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. Moreover, moral debates are also embedded when looking at the Civil Rights campaign in the USA and the Vietnam War. Wider links are furthered through looking at Black History in the UK and incorporating Women's role in medical advancements by looking at key individuals such as Elizabeth Garrett, Florence Nightingale and Mary Seacole. Consequently, resources are now more representative of different groups in society and around the world as the new schemes of work now incorporate women's voices into the History of Medicine and explore different religions and cultures.

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. This is introduced from the outset when looking at Migration through Time as part of the Year 7 curriculum whereby we look at reasons that have pushed and pulled people to migrate over time and how society has impacted these factors. Also, by looking at 1000 years of change from the medieval period to the modern day we can observe and discuss social development through a number of different lenses over a significant amount of time. Moreover, by looking at social issues such as the extension of the franchise for women through the suffragette movement social issues for women are given a voice. Furthermore, as part of the Civil Rights unit we teach in Year 10, we have also provided lessons on Civil rights in Britain. This was an important series of lessons as it enabled students to understand contemporary issues of civil rights

in Britain such as racism and made sure we do not propagate the myth that racism was solely an American problem but rather that social development of rights was a worldwide problem in History.

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 on migration and the First World War 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
- 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.

Every classroom has displays on cultural and social developments in Maths, sharing the diversity of the Mathematical world.

SMSC in Media Studies

KS5: A-Level Media Studies

KS4: GCSE Media Studies

Spiritual development in Media Studies

Students studying Media Studies are continually reflecting on their own lives and the lives of others, as these experiences are presented in a diverse range of media texts. Media Studies allows students to explore how storytelling and visual communication can convey powerful ideas and foster connections across communities. The texts studied in the subject portray people from across continents, ethnic groups and religions, giving students a chance to discuss how they present themselves and communicate with the wider world.

Moral development in Media Studies

Students in Media Studies explore ethical issues surrounding media production, consumption, and representation. They critically evaluate the impact of stereotypes, bias, and misinformation, reflecting on the origins of their own perceptions and the responsibilities of media creators. Students consider the moral implications of topics such as copyright infringement, digital manipulation of images, and the ethical use of social media platforms. Media Studies encourages students to reflect on the consequences of media influence and their responsibility as both consumers and creators.

Social development in Media Studies

Creating media in Media Studies lessons fosters students' social development by encouraging collaboration and teamwork. Working together on both video, print and audio media, students develop communication and creative skills. Media production also provides a platform for self-expression, allowing students to convey their thoughts, emotions, and identities creatively. Through these experiences, students build confidence and form meaningful relationships with their collaborators.

Cultural development in Media Studies

Studying Media Studies enhances students' cultural development by exposing them to a wide range of media products they might not normally encounter, such as newspapers, radio, and podcasts. Through analysing these media, students gain a deeper understanding of politics, current affairs, and the cultural narratives shaping society. They explore also diverse media forms, including video games, magazines, television, and online content, broadening their knowledge of both British and global cultures. This exposure fosters critical thinking about representation and political issues within different cultures.

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 and Spanish trips 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 completed Music Tours in Austria, Spain, Belgium, Italy, Germany, The Netherlands and Czechia.

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

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Year 7	PSHE - Emotional and physical wellbeing, managing friendships, social media boundaries, goal-setting	RE – Festivals and Rituals	PSHE - Diversity and discrimination - protected characteristics, anti-bullying	RE – Do all Christians believe the same?	PSHE - Emotional and physical changes during puberty, diet, exercise, personal hygiene	RE – Is the Earth sacred?
Year 8	PSHE - Emotional and physical wellbeing, managing friendships, social media boundaries, goal-setting	RE – What is a Religion?/Alternative Religions	PSHE - Healthy/unhealthy friendships, self-esteem, bullying, consent, sexting/online safety, FGM	RE – Buddhist Philosophy Through Stories	PSHE - Peer influence, alcohol/smoking/vaping, drugs, gang exploitation and county lines, gambling and gaming	RE – Does religion cause war?
Year 9	RE - Festivals and Rituals	PSHE – The online world; fact checking, body image, sex and relationships, cybercrime	RE - Islam	PSHE - Consent, conception, contraception, STIs, managing relationships	PSHE – Financial decision-making, The Real Game	PSHE – British Values
Year 10	RE – What is a Religion?/Alternative Religions	PSHE – The online world; fact checking, body image, sex and relationships, cybercrime	RE – Non-religious worldviews	PSHE - Consent, conception, contraception, pornography, STIs, pregnancy choices, managing relationships	PSHE – Peer influence, drugs, gang exploitation/county lines, radicalisation, fact-checking, social media	RE – Is the Earth sacred?
Year 11	PSHE - Emotional and physical wellbeing, building resilience/managing stress, goal-setting, mock interviews	RE – Alternative religions and cults	PSHE – Healthy relationships, consent, contraception, pornography, STIs, pregnancy choices	PSHE - tobacco/alcohol/vaping, drugs, financial decisions, managing exam stress		

Year 7	Religious Studies
	Festivals and Rituals considers a geographically and culturally diverse range of religious festivals and rituals, and the beliefs and practices associated with each (including Day of the Dead, Rosh Hashanah and Yom Kippur, Ramadan, Zoroastrian Death Rituals, Wheel of the Year, Holi and Wesak). In order to provide comparison and context, students are asked to reflect on how and why they celebrate particular occasions or events in their own lives. We consider the beliefs underpinning particular occasions, asking important questions such as 'why do many religions celebrate death?' and 'what is introspection?'. This topic is designed to enhance students' cultural capital and wider world perspective.
	Do all Christians believe the same? allows students to appreciate the diverse nature of belief. Through consideration of a range of Christian denominations, they investigate the similarities and differences in how followers of one mainstream religion interpret and practice their faith. They also explore the role of Christianity in contemporary everyday life and reflect on their own view of the existence of God and other Christian teachings.
	Is the Earth sacred? encourages students to engage with questions around the spirituality of nature and its representation and role in life and religion. We debate ethical issues of animal rights and sentience, and the destruction and exploitation of nature by humans. We consider our role in stewardship, conservation and the protection of nature for future generations.
	PSHE
	Throughout Year 7 PSHE, students are encouraged to explore issues of identity and emotional literacy, and a range of strategies to promote self-esteem, growth mind set and aspiration. In **Welcome to Secondary School**, we examine a range of strategies for building resilience and maintaining good physical and mental health, as well as managing friendships.

	Our **Welcome to Secondary School** and **Celebrating Diversity** topics also encourage students to think about how they can challenge bullying, racism, ableism and sexism in school and elsewhere. During the summer term, we introduce students to the physical and emotional aspects of puberty, in preparation for SRE in subsequent years.
Year 8	**Religious Studies**
	What is a religion? explores a range of culturally and geographically diverse alternative and non-mainstream belief systems (Scientology, Rastafarianism, Mormonism, Amish and Shinto). Students are encouraged to consider what makes a set of beliefs a religion (or something else) and what religions have in common. We examine the characteristics of cults and how these differ from the characteristics of religions. Students are encouraged to reflect on why people hold particular beliefs and consider the historical context surrounding the growth of these 'new' ways of thinking (for example, the role of colonisation, slavery and oppression in the growth of Rastafarianism). This topic is designed to enhance students' cultural capital and wider world perspective
	In **Buddhist Philosophy Through Stories**, students interpret traditional Buddhist fables, reflecting on what they tell us about life and morality. We introduce the Buddhist faith, and
	Does religion cause war? introduces students to the ideological and religious causes of conflict, including in the current Israel-Gaza war. We consider the idea of 'Jihad' and whether war is ever justified.
	PSHE
	Throughout Year 8 PSHE, students are encouraged to explore issues of identity and emotional literacy, and a range of strategies to promote self-esteem, growth mind set and aspiration. In **Making the Most of Year 8**, we examine a range of strategies for building resilience and maintaining good physical and mental health, as well as managing friendships and challenging bullying and peer pressure.
	In the Spring term, students are introduced to SRE topics appropriate to their age and stage, including the nature of healthy and unhealthy relationships, consent, sexting and nudes. This is embedded in a unit of work which also explores ideas around self-esteem and body image.
	Year 8 students are also introduced to **Influences**, examining peer pressure, addiction (alcohol, smoking and vaping), gambling, drugs and gangs and radicalisation.
Year 9	**Festivals and Rituals** considers a geographically and culturally diverse range of religious festivals and rituals, and the beliefs and practices associated with each (including Day of the Dead, Rosh Hashanah and Yom Kippur, Ramadan, Zoroastrian Death Rituals, Wheel of the Year, Holi and Wesak). In order to provide comparison and context, students are asked to reflect on how and why they celebrate particular occasions or events in their own lives. We consider the beliefs underpinning particular occasions, asking important questions such as 'why do many religions celebrate death?' and 'what is introspection?'. This topic is designed to enhance students' cultural capital and wider world perspective

	An Introduction to Islam provides an overview of the key background, beliefs and practices of the Muslim faith, including allowing students to appreciate the differences between Sunni and Shi'a Muslims and understand the role of women within the faith.
	PSHE
	All Year 9 students complete a unit on **The Online World**, thinking about the positive and negative contributions of the internet to our lives In this unit, students cover fact-checking and verifying sources, potentially harmful online communication, including catfishing, hate speech, trolling and sextortion. We consider issues of body image and the portrayal of sex and relationships in the media. At the end of the units, students contribute their ideas to a debate – is the internet a good thing?
	In the Spring term, all students undertake a programme of study on the key elements of the SRE curriculum; healthy and unhealthy relationships, consent, contraception, STIs and pornography.
	All students participate in **The Real Game**, designed to give them an insight into real-life decision making around budgeting, housing, groceries and job futures.
Year 10	**What is a religion?** explores a range of culturally and geographically diverse alternative and non-mainstream belief systems (Scientology, Rastafarianism, Mormonism, Amish and Shinto). Students are encouraged to consider what makes a set of beliefs a religion (or something else) and what religions have in common. We examine the characteristics of cults and how these differ from the characteristics of religions. Students are encouraged to reflect on why people hold particular beliefs and consider the historical context surrounding the growth of these 'new' ways of thinking (for example, the role of colonisation, slavery and oppression in the growth of Rastafarianism). This topic is designed to enhance students' cultural capital and wider world perspective
	Our **Non-Religious Worldviews** unit builds on the learning from earlier in the year, introducing a range of belief systems including Steady State Theory, Big Bang Theory, Creationism versus Evolution and Utilitarianism. We encourage students to consider how non-religious worldviews shape people's understanding of and participation in the world around them, and to reflect on the things that shape their own place in the world.
	Is the Earth sacred? encourages students to engage with questions around the spirituality of nature and its representation and role in life and religion. We debate ethical issues of animal rights and sentience, and the destruction and exploitation of nature by humans. We consider our role in stewardship, conservation and the protection of nature for future generations.
	PSHE
	All Year 10 students complete a unit on **The Online World**, thinking about the positive and negative contributions of the internet to our lives In this unit, students cover fact-checking and verifying sources, potentially harmful online communication, including catfishing, hate speech, trolling and sextortion. We consider issues of body image and the portrayal of sex and relationships in the media. At the end of the units, students contribute their ideas to a debate – is the internet a good thing?
	In the Spring term, all students undertake a programme of study on the key elements of the SRE curriculum; healthy and unhealthy relationships, consent, contraception, STIs, pornography and pregnancy choices, as well as considering how relationships

	might evolve; including resolving conflict, recognising abusive behaviours, and coping with the end of a relationship.

Year 10 students also refresh and build on previous understanding of **Influences**, examining peer pressure, addiction (alcohol, smoking and vaping), gambling, drugs and gangs and radicalisation. |
| **Year 11** | **Religious Studies**

Alternative Religions and Cults is designed to pique students' interest in alternative belief systems, and to encourage them to consider the nature of belief. We consider why understanding other peoples' worldviews – especially if they are different to our own – is crucial for a tolerant and diverse society. We explore the difference between religion and cult, and students investigate the key beliefs and practices of a geographically and culturally diverse range of alternative religions (Scientology, Rastafarianism, Mormonism, Illuminati).

PSHE

PSHE in Year 11 is designed to prepare students for life Post-16. At the beginning of the year, **Life in Year 11 and Beyond** covers mental and physical health, coping strategies and signposting, goal-setting and aspiration. It also introduces skills for the workplace including application forms and interview preparation. All students have the opportunity to participate in the Mock Interview with an external employer or senior member of staff during the Autumn Term.

Making Good Decisions

In the Spring term, all students undertake a programme of study on the key elements of the PSHE curriculum which will we want students to leave Year 11 with; addiction (alcohol, smoking and vaping), healthy and unhealthy relationships, consent, contraception, pregnancy choices and financial decision-making (budgeting, saving, gambling and debt), In addition, they complete a first aid and road safety refresher, including CPR practical. |

Throughout the Core PSRE curriculum, students are expected and encouraged to form and express thoughtful, balanced and evidenced opinions on – sometimes – controversial issues. Group and paired work and class discussion is an important element of pedagogy in the PSRE classroom, including the development of oracy skills through regular discussion and debate opportunities.

Year 9 Religion and Philosophy option, including GCSE Religious Studies

Our new Religion and Philosophy course (updated for 2024/5) examines what people believe, why they believe it, and how it influences their life and society more widely. Students will consider a broad range of major world religions, alternative or 'new' religions and other, non-religious, worldviews. We reflect on some of the most important moral and ethical questions of today, and introduce students to a range of philosophical topics, thinkers and questions, through our Philosophy Pit-Stops.

Some of the broad range of topics and questions that students can expect to explore during the course include:

- What happens after we die?
- How and why do views about the origins of the universe differ?
- What do atheists and humanists believe?
- Is there such a thing as a 'just war'?
- What is Jihad?

- Should we eat meat? What about testing on animals for medical advancement?
- Is there an afterlife?
- Should people have the right to die if they choose?
- If God exists, why is there evil and suffering in the world?
- How does science contradict beliefs about God?

- Should prison be a horrible place?
- Are some crimes unforgiveable? Is the death penalty ever justified?
- What drives people to commit crime?
- Is it okay to break the law in order to get an 'unjust' law changed?
- Is abortion a human right?
- Should people be allowed to divorce?

GCSE Religious Studies

Christianity: Beliefs, Teachings and Practices
Islam: Beliefs Teachings and Practices
Religion and Life
Relationships and Families
Religion, Crime and Punishment
Religion, Peace and Conflict

<u>**SMSC in Physical Education**</u>

Spiritual Development in Physical Education
During the range of activities that students can participate in (whether core PE lessons, BTEC, GCE exam subjects or extra-curricular Physical Education sessions), students can develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Students should be consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others experiences.

Examples of Spiritual lessons in Physical Education:
- Explore, creativity through producing Dance and Gymnastic routines as well as Outdoor Education
- Creating and developing own attacking and defensive set plays and tactics
- Reflecting and critiquing their own and others performances
- Displaying emotions through their Dance and Gymnastics routines
- Using discovery style to allow students to have their own thoughts, ideas and concerns
- Questioning students throughout lessons – WHY, WHAT, WHERE and HOW
- Units of work focusing on Team building – Motivation, determination and character building
-Being appreciative of the area we live in through off site cross country

Moral Development in Physical Education
PE in general teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. Students should abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.
The concepts of self-discipline to excel are essential. Students should be taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.
Starter tasks in exam PE will focus on issues such as racism, barriers to participation, gender/racial stereotypes, inequality in sport. Quite often there are issues which arise which are ideal to generate discussion and awareness, with a particular focus on some of the concerns that we are focussed on within the school.

Examples of Moral lessons in Physical Education:
– Moral dilemmas – students investigate into deviance issues in sport such as the use of performance enhancing drugs and match fixing in BTEC/GCE examination courses.
– Promote fair play and team work in lessons
– Encourage good sportsmanship throughout
– Respect with equipment both when using it and when storing it
– Following instructions and decisions made by officials. Abiding by the rules, in all sporting situations, including extracurricular.
– Respect for their facilities and the environment they are active in
– Listening to teacher and peer feedback on particular sporting skills
– Promote trust with peers through team building activities
– Using students as sports leaders/ambassadors
– Sports Relief, awareness of others less fortunate than us

Social Development in Physical Education
Students in PE can use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social settings, cooperating well with others and being able

to resolve conflicts effectively. An interest in and understanding of, the way communities and societies function at a variety of levels. Also students can develop their friendship and social mixing through involvement in inter, intra school competition and extra-curricular clubs.

Examples of Social lessons in Physical Education:
– Creating a sense of community in lessons and clubs
– Interact with the community and primary schools through coaching
– Encourage students to recognise and respect social differences and similarities
– Celebrate sporting success both in and out of school
– Use of sports leaders running clubs, activities and primary festivals
– Encouraging the attendance to extracurricular activities
– Promoting team work throughout lessons supporting one another to develop their skills in a cooperative situation.
– Provide a medium through the annual sports awards evening for the school and local community to celebrate in the success of our students.

Cultural Development in Physical Education
The PE department can encourage a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Examples of Cultural lessons in Physical Education:
– Learning about the developments of sports in different countries (exam PE)
– Learning where different sports originate from and what the national sports of different countries are (exam PE)
– World Cups and Olympic games (exam PE)
– Exploring and respect a variety of different cultural dances, via dance schemes of work
– Gaining an understanding of different sports and their foundations
– Use of international examples of different athletes and their achievements
– Cultural engagement through elite performers both at school and in their own sporting environment.

SMSC in Psychology

Spiritual Development	
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	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.
sense of enjoyment and fascination in learning about themselves, others and the world around them	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.
willingness to reflect on their experiences.	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.
Moral Development	
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	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'.
understanding of the consequences of their behaviour and actions	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.
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.	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.
Social Development	
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	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 productive mix of opportunities to socialise with others.
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.	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'. 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. Consideration of how cultural values can impact on how we see the world is a common theme within psychological research.
Cultural development	

understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others	The memory module provides a good opportunity to become aware of how cultural expectations can distort our perception and memory for events. 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')

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.