

**SMSC Curriculum Map July 2022– Please note this is not an exhaustive list,
just some examples of what takes place across the curriculum.**

	Spiritual Development	Moral Development	Social Development	Cultural Development
English	Theatre visits, opportunities to students to express their creativity and understanding of other cultures through their study of literature and non-fiction texts. Competitions and clubs.	Romeo and Juliet – exploring choices made and moral values. Power and Conflict poetry. The effects of war. Animal Farm - exploring choice and consequence. The effects of corruption and greed.	Speaking and listening – group discussions, presentations, drama role play and hot seating – team learning. Spoken Language Assessment - conveying opinions on an important topic.	Poetry from other cultures, understanding different cultures and experiences. Ancient Tales units - exploring traditional stories from other cultures and times.
Mathematics	Developing deep thinking and questioning on mathematics and how it fits into the world around them.	Looking at Maths in real life contexts, applying and exploring the skills required to solve various problems.	Problem solving skills and teamwork, through creative thinking, discussions, explaining and presenting ideas.	Mathematics is a universal language with lots of different cultural inputs throughout history, students are taught about these.
Science	Experiencing awe and wonder through exploration of evolution e.g. Big Bang, birth. Exploring values and beliefs e.g. use of stem cells, morality of blood transfusions, impact of pollution, evolution.	Investigating moral values and ethical issues e.g. ethics of human organ transplantation. Recognising right from wrong and applying it e.g. deforestation, global warming, acid rain, nuclear energy, clean water and water treatment/sanitation.	Developing personal qualities and social skills e.g. listening to others opinions, formulating own opinions, working in groups. Participating cooperatively and resolving conflict e.g. taking part in debates.	Exploring understanding and respecting diversity e.g. genetic variation, biodiversity. Participating and responding to cultural activities e.g. Science Week and Science lectures.
ICT	Reflect on their own and others' lives and the impact of ICT.	Learn about legislation and codes of practice e.g. copyright.	Look at security risks to data and how to reduce these.	Explore changing leisure patterns and work practices, privacy and confidentiality of data.
Geography	Reflection on landscapes and environments. Fieldtrips to appreciate the landforms and processes students have learnt about.	Moral questions e.g. population control, world health issues	Exploring issues surrounding sustainable society	Migration and diversity.
History	Sense of curiosity through questioning how and why? Visit to Belgium and Jewish Museum.	Looking at historical events in line with own personal values, principles and actions e.g. who was to blame for start of WWI.	Exploring social issues and the needs of different groups of people e.g. women and WWII.	Looking at 'Britishness' and contribution of other cultures e.g. Blitz Spirit.

Sociology	Look at the work of Professor Zimbardo and Jane Elliot in researching obedience.	Debates on changes in family types,	How beliefs have an impact on education, family and law.	Students look at other cultural and social influences on behaviour, norms and values. Challenging stereotypes e.g. gender based.
PSHEe	Respect for self and others.	A willingness to express their views on ethical issues and personal values.	Working successfully as a member of a group.	
RE	Opportunities to consider their own spiritual standpoint and those of others. Developing a curiosity about different religious views and debates on good and evil.	Ability to make responsible and reasoned judgements on moral dilemmas. Debates e.g. euthanasia and morality of war.	What it means to live in a multi faith society and debate impact of this on community cohesion.	Appreciating cultural diversity and giving respect to other peoples values and beliefs – what it means to be part of a diverse community.
Design and Technology	Creative thinking and innovation which leads to self-confidence and belief in ones abilities.	Wider impacts of design of products on the environment. Thinking of the R's and the environment.	Students need to accept responsibility for their behaviour and the safety of others.	Projects with links to cultures and heritage.
Food Technology	Adapting, making and evaluating products allows students to be creative and get a sense of challenge, pride and self-fulfilment.	Communicating and working with others. Keeping themselves and others safe. Questioning sustainability of food, slaughter of animals and use of Fairtrade products..	Students given opportunities to develop team working skills and to take responsibility for their own learning.	Working with a range of ingredients and recipes from other cultures.
Textiles	Cultural/historical references for projects - using a wide range of different themes as starting points. Understanding of wider context of any artwork Developing own creative thought processes and expressing individual perspectives.	Responsible design ideas. Sustainability. Renewable resources. Impact of Mass Production Industries Health and Safety	Peer and group support. Teamwork, responsible for tables cleaning up and challenging unacceptable behaviour and comments. Emphasis on no waste of materials/resources/equipment. Expanding individual worldview based on contextual studies/research into different cultures/time periods/contemporary issues.	Links with Saatchi gallery, Ravensbourne University and Central St Martins University. (hopefully to be resumed?) Cross Curricular projects with Humanities, English, Drama. Understanding the impact of historical periods/different cultures on the development of Art and Design and the role Art plays in all communities. Design week/Activities week
Art	Students are encouraged to show individuality.	Opportunities to research and represent an issue through art e.g. war and peace.	Work is celebrated by been displayed.	Looking at artists ideas and concepts – looking at cultures, beliefs and religions.
Business Studies	Employment Laws e.g. Sexism and Discrimination Act.	Explore laws and how they impact businesses.	Students look at team work and impact of leadership.	Changes in society locally, nationally and globally.
PE	Sense of enjoyment and creativity e.g. sequence and choreography in trampolining.	Fair play, applauding the opposition, sportsmanship, students abide by rules each lesson and helping peers. Use of	Student lead warmup activities, team captains, lunchtime and afterschool clubs working with different people.	Dance e.g. world dance e.g. Bollywood, salsa. Sports Day. Introduction of new sports/games.

	Through dance expressing emotions.	performance enhancing drugs and match fixing.		
MFL	Sense of identity via language, culture and tradition. Cultural awareness lessons on different religious festivals . Language/countries they study or their own.	Classroom rules and classroom practices. The Environment and healthy eating Stereotypes are scrutinised	There is a supportive environment in MFL classes where mistakes are seen as learning opportunities rather than failures. Students are encouraged to use each other as a learning tool. Group work, pair work	Assemblies. Understanding European cultures. European Day of Languages Cultural development and cultural awareness are fundamental in language learning
Performing Arts	Song writing. Roleplay and imaginative creativity leading to a strong sense of self identity, individuality and self belief through building confidence. Nurturing an environment of self respect, empathy and compassion for those around us.	Exploring moral dilemmas e.g. through DARE unit of work. Exploring issues around Crime and Punishment through Craig and Bentley Scheme of work. Environmental responsibility - Greenal and Graynal story as a stimulus for drama exploration Issues of race and prejudice - Noughts and Crosses, Boy in the striped Pyjamas and The Elephant Man.	Developing into mature, confident young adults through work and performances. Music concerts. Whole school production Exploration of a variety of social issues through Drama SOL such as Bullying, the environment and the effects of climate change, mental health, prejudice, Crime and Punishment	Looking at other cultures, communities and social groups in different situations. Links with Chickenshed Theatre, Mousetrap, Old Vic Theatre Trips, Theatre in Education, Workshops, Q and A with industry professionals
Media	Students are encouraged to explore their own place in society and how they view the world. Cultural and historical context of texts Respect for self through representations in the media.	Stereotypes and archetypes are explored through all media texts. Morality of media in representing reality Impact of Media industry on society	Problem solving, team work, Media Ambassadors, considering impact of themselves and the media on the world.	Cultural and historical context of texts studied. Encouraging tolerance of all demographics and their representations within the media past and present. Challenging stereotypes.
Assemblies	Looking after the environment. Understanding feelings e.g. Remembrance Assemblies.	Accepting school rules, promoting self-esteem, investigating moral values and ethical issues e.g. Anti-Bullying Week.	Understanding of Rights and Responsibilities for all, promotion of charities e.g. Jeans for Genes Day	Encouraging tolerance and appreciation of the beliefs, values and customs of different cultures e.g. Tutor led assemblies.

PSHEe/SRE Curriculum Map July 2022– Please note this is not an exhaustive list, just some examples of what takes place across the curriculum.

	Careers	Gender identity	Sex Education	Relationship Education	Online Safety	Healthy Living	Finance
English	Writing for different purposes, forms and audiences.	Exploration of Shakespeare’s plays and the portrayal of gender in these. An Inspector Calls and the role of women.	Discussion of issues around consent through the study of An Inspector Calls.	Relationships within plays such as Romeo and Juliet, An Inspector Calls and the Tempest.	Responsibility for creating on-line learning profiles in AR. Including: password creation and protection and how to log on to AR and Star Reading responsibly	Explorations of mental health disorders such as PTSD through the study of Power and Conflict Poetry.	Discussions around relative wage and working and living conditions through texts such as An Inspector Calls, Oliver Twist and Animal Farm
Science	Biology and Chemistry KS3 unit plans include different careers linked to content taught	Year 9 - Biology fundamentals 2- sex determination and address any questions about gender during this lesson.	Year 7- organ systems and processes 1 covers human reproduction, puberty, menstrual cycle, pregnancy and birth. KS4 Homeostasis covers - menstrual cycle and contraception and infertility	KS4 Homeostasis covers - contraception and infertility		Year 8 - health covers, nutrition, healthy and unhealthy diet, drugs, smoking and alcohol. KS4 - Organisation- Heart disease, lifestyle and risk factors	Financial cost of developing new vaccines, drugs, material, extraction of metals, water treatment. Cost implications of finding alternative energy resources and treatment of disease to the NHS.
Design and Technology	DT lessons link to various careers in industry. Also, students are taught concepts and technical practices used secularly to design, develop and manufacture products.	Students are expected to complete similar activities and skills throughout lessons. They are also able to generate designs that express their identity without apprehension.	Challenging the stereotypes that D&T and engineering is mainly for men to encourage more girls considering this industry as a viable alternative to develop their craft towards a good quality of life. All students are expected to participate in workshop housekeeping.	Team work within a kitchen environment and other activities. Discussions about cultures and religion to understand how travelling engineers could benefit from learning about various religious backgrounds whilst working overseas. Students learn how to develop designs (based on product) that considers religious views and	Students are responsible for creating on-line learning profiles, including: password creation and protection and how to log on to Academy online softwares (SMHW, Space claim, etc) responsibly. Discussions about how to work safely online and the need to report any strange/inappropriate online contact or websites.	Product designs feature anthropometric and ergonomic design principles to ensure that it is fit for purpose. Many designs, particularly KS4 exam contextual challenges, allow students to research and develop designs that would also improve lifestyles or assist with healthy living.	Products are developed with manufacturing and selling cost in mind to make them profitable. Students learn how to cost materials and research manufacturing methods that would be most appropriate to develop their product.

				personal views to be successful.			
Food Cooking and Nutrition (KS 3) Food Preparation and Nutrition KS 4)	Use of cookery programmes to demonstrate skills within the food industry. In addition, teaching about different routes into the food industry during practical and theory lessons particularly at ks4.	All students are to carry out equal roles during activities in Food lessons. Role models within the department of both genders.	Discussion of equal roles within the kitchen.	Team work within a kitchen environment and other activities.	Responsibility for producing work using online apps and working safely on computers in school and at home.	Importance of healthy eating, the knowledge and impact it has on the body. As well as knowledge and understanding of the nutrients, their functions, sources, deficiencies and illnesses caused by lack of the nutrients . As well as how to prevent illnesses and diseases that can be caused by a poor diet.	How to budget for food and organise a shopping list. This is incorporated within practical lessons. As well as taking responsibility for sourcing, buying and budgeting ingredients for lessons.
Textiles	Displays and discussions on career opportunities in the creative industries. Emphasising the place that the creative industries have in this country's employment sector. Past workshops with professional artists and designers. Working in partnership with Galleries. Workshops/residencies with Universities.	Addressing misconceptions and stereotyped roles within the fashion/textiles industries. Highlight the disparity of male to female representation in Art History. Ensure that artists used as starting points reflect male and female artists/designers equally. Equal and inclusive department expectations of all student genders	All students take part in all aspects of the lessons regardless of gender/cultural background. Addressing any inappropriate language/personal comments/attitudes to the opposite gender as they arise in any given lesson.	Peer support/positive relationships expected and promoted in every lesson. Equal expectations regarding H&S in the workshop. Cultural backgrounds used as starting points to projects to develop understanding and appreciation of others.	Responsibility for producing research into a wide range of artists' work, students are given clear guidance on what to research and where.	Sustainability of materials. Manufacturing practices of materials and products. The 6 R's. Consumer Choices. H&S regulations of Manufacturing Industries. No waste. All emphasised throughout projects at both KS3 & 4.	Discussions around designer/client relationship at KS3. Discussion around production cost/profit at KS3. Discussions around Designer product prices opposed to High Street product prices. Sweatshop production practices opposed to labour intensive, handcrafted production practices.

		when working in the department. Addressing any and all refusal by male students to take part in practical activities for whatever reason. Challenging all inappropriate language/terms used in class.					
MFL	Displays in the Department highlight the importance of MFL in careers. This is also reinforced throughout KS3 & KS4	Positive female role models are featured in the KS3 SoLs.		Marriage, civil partnerships and sexual preferences are covered in KS4	Covered in KS4	Sports, nutrition, healthy and unhealthy diets, drugs, smoking and alcohol.	
Performing Arts	Industry links where possible. Students exposed to performing arts industry roles and responsibilities.	Female playwrights included in play texts explored.	Healthy relationships explored through 'Dare' and 'Pat' SOLs	Relationship Education through themes explored in play texts, poetry and various stimuli such as Noughts and Crosses and poem Saw It in the papers	Issues explored through studying play text Game Over by Mark Wheeler. Students watch online performance in year 9.	Physical warm ups/physicality explore - the use of the body as a tool for performance.	N/A
Media	Industry links where possible. Students study different roles in various media industries.	Representation within the media. Challenging of stereotypes. Male Gaze Theory (Mulvey)	Healthy relationships explored through The Archers SOW where students use the Helen and Rob Coercive Control storyline as a case study.	Healthy relationships explored through The Archers SOW where students use the Helen and Rob Coercive Control storyline as a case study.	Implicit through all the practical work we do online. Explored in Component 2 Section A - Websites and Social Media for Music Industry.		Understanding of class system and demographics affecting advertising and marketing.