

## SMSC in the curriculum

### Modern Foreign Languages Faculty

***Spiritual:*** The cultural and religious festivals of France, Spain and China are explored, including the impact of these on the individual, and students' own responses to them in KS4 in the topic of 'Customs & Festivals'.

***Moral:*** At KS4 in French and Spanish, students are given many opportunities to discuss the rights and responsibilities of young people in their capacity as global citizens for example environmental concerns and impacts and use of money.

***Social:*** Extra –curricular trips, such as the trip to Paris, France and Beijing, China offer students opportunities to learn in a wider context than the classroom and learn in real life situations. Pupils have the opportunities to go to local Chinese restaurants to order food. Furthermore, pupils work collectively in lessons in groups or pairs on tasks such as role-plays.

***Cultural:*** At KS3 and 4, students use authentic sources such as magazines, paintings, websites to extend their knowledge, experience and understanding of other cultures. French and Spanish music is used regularly in lessons. There are opportunities to celebrate the languages world with European Day of Languages each year where pupils can experience European food and take part in a bake-off competition and Chinese New Year.



***'Britishness':*** British life and customs could be compared with those in France, Spain and China. Similarities and differences can be identified and discussed. Stereotypes can be looked at and the question "What makes us British and what makes the French French" debated.

## **Humanities Faculty**

***Spiritual:*** In Religious Education at KS4 students explore both the existence of God and the presence of God in people's everyday lives. Students look at the way people choose to express their faith, ideas around marriage and divorce and religious views surrounding death and the afterlife.

***Moral:*** In KS4 Religious Education students are presented with numerous philosophical and ethical questions. It is their job to explore and to debate numerous points of view that may challenge their own belief systems, such as abortion and euthanasia.

***Social:*** In KS3 History, when studying about the twentieth century, students learn about how conflicts arise, escalate and can be resolved. In KS4 History students look at the importance of shared beliefs and the issues surrounding common identities when studying Elizabeth I and the decisions that she was faced with in the early years of her reign.

***Cultural:*** In KS4 Geography students study look at the role of the United Kingdom and how it fits into the rest of the world. Students learn about the role the UK plays in both European affairs and its relationship with the Commonwealth countries. In KS3 Geography students also make comparisons between the development and future of both low income countries and high income countries.



***'Britishness':*** In KS3 Geography students learn about both the human and physical features of the United Kingdom,

as well as the countries that make up the union. Students in KS3 History examine the impact of both world wars on Britain as a power and on the people who lived through it.



## **Art and Design**

The Art and Design course explores a wide range of Spiritual, Moral, Cultural and Social studies. Students analyse, engage with and question their own and others work and identify how beliefs, values and meanings are expressed and shared. Students are encouraged to express themselves through their own artwork, which is supported by personal research into the wider world around them. This experience is reinforced by trips and outings to museums, galleries and field studies that are strongly linked to and support projects studied. The department undertakes a number of extra-curricular activities that enhance the students' experience of the Arts and its context locally, nationally and globally.

### ***Spiritual:***

Our Art and Design course aims to promote students' ability to enquire and communicate their ideas, interests and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.

### ***Moral:***

Throughout the course students are encouraged to look at work that will often pose a moral question. The student's outcomes are supported with a rationale or a meaning that will often convey a message. SAIL particularly promotes thought for wider moral issues through a cross curricular focus and students explore how artists have responded to global or local moral issues in the creation of their work.

### ***Social:***

Students work is celebrated throughout the school and is displayed in many areas other than just the Art Department. Students work independently and collaboratively to create artworks that express relationships between the students and local community, for example, the art mural in school.

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

### ***Cultural:***

Throughout Key Stage 3 and 4 students will develop their knowledge and understanding of artist's ideas and concepts, identifying how meanings and different viewpoints are conveyed. Students will explore a variety of cultures, beliefs and religions and develop their own responses to this work. Through their investigations students will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world.



***'Britishness':*** Where possible units of work explore and celebrate contemporary British art practice and the variety of ways artists have reflected British values and diversity through their work.







## **English Faculty**

***Spiritual:*** Many of the texts covered for English have a spiritual aspect to them. For example, spiritual ideas relating to religion are considered in poems in Y7 like 'Blessing' and at GCSE level, 'Exposure.' Class discussion considers the importance of religion and spirituality for both writers and the pupils themselves.

***Moral:*** Moral values are a strong part of many literature texts: for example in studying Sherlock Holmes texts, pupils discuss ideas related to the morality of crime and punishment. Moral values are also discussed in study of a range of non-fiction text and pupils have opportunities to write about their own views on issues which are topical for the time of study.

***Social:*** Pupils learn to work as a team and the English faculty promote the idea of succeeding together. Last year, the faculty ran a PGL weekend where students socialised, revised together and built confidence through trying a range of adventurous activities.

***Cultural:*** Pupils study many texts which consider aspects of both British and other cultures. In studying Sign of Four, the British Empire and attitudes to other cultures is a strong theme. Poems from other cultures are also studied across KS3 and KS4 – leading to many discussions about cultural diversity.



***'Britishness':*** Ideas about 'Britishness' from the past and present are considered alongside both fiction and non-fiction texts. This is particular the case in studying modern plays like 'Our Day Out, Blood Brothers and the novel 'Sign of Four.





## **Mathematics Faculty**

***Spiritual:*** Explore Rangoli patterns when learning about symmetry. Look at the origins and festivals surrounding the making of these patterns.

***Moral:*** When reading and writing numbers from 0.001 to 1,000,000, discuss: 'what would you spend £1,000,000 on?'

***Social:*** Estimate the population of different countries, towns and cities and look at their GDP when representing data. Compare the economy of different nations and why they may differ.

***Cultural:*** Appreciate that mathematics, its language and symbols have developed from many different cultures around the world: e.g. Egyptian, Indian, Islamic, Greek and Russian roots.

***Britishness:*** Find out and think about the importance of angles within structural engineering by researching well known buildings and bridges in the UK.





## **Science Faculty**

***Spiritual:*** In science students learn to discuss the relationship between science and religion over time. This is highlighted in biology when students learn about evolution, and also reproduction.

***Moral:*** Moral values are a constant consideration in science, particularly when learning about modern treatments for diseases, including vaccinations, use of antibiotics, procedures for developing new drugs and the uses of monoclonal antibodies.

***Social:*** In science students work regularly in groups. In KS3 students have the opportunity to work on their own science projects along with other pupils in their groups. Working as real scientists, designing their own experiments and reporting their findings in a scientific report. This encourages students to work together, share their research and celebrate their success.

***Cultural:*** Students learn about many scientists around the world and their discoveries. They also learn about world problems, for example global warming, and discuss the impact human beings have on the environment. Students have the opportunity to debate these modern day issues and decide how we can solve these problems with science.

***'Britishness':***

Students learn how we are tolerant of all, and how science has helped people understand how the world works.





## **Computing & Technology Faculty**

### ***Spiritual:***

Computing & Technology provides students with opportunities for reflection of awe and wonder about their achievements and the possibilities for the future. In Computer Science lessons, 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 & Technology department continually takes the opportunity to praise students for their contribution in lessons and allow them to explore aspects of spiritual development. The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn breeds self-confidence and belief in their abilities.

### ***Moral:***

Students are taught to use technology safely and consider the effects of social networking and the consequences of cyber bullying. They also consider the legal aspects of using technology including the Data Protection Act, Computer Misuse Act and Copyright legislation. 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 morally right to have computer games whose aim is killing and violence, and whether it is fair that some people in this country and in other countries cannot use the internet. Other moral issues surrounding the topics of e-waste and the digital divide are also explored. Students are encouraged to draw conclusions through evidence rather than their preconceptions whilst allowing the students the time to reflect on their own personal perception. 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 and components they use when designing and making. We seek a moral conscience in our students through focusing upon the moral dilemmas raised in designing and making new products.

### ***Social:***

Students are encouraged to develop their team working skills through collaborative work and research. As students develop their skills in a range of software they are challenged to work in groups to find solutions whilst developing respect for the ideas and opinions of others in their team. Computing can also help all students to express themselves clearly and to communicate effectively. We encourage effective conversations about the work we do through self and peer evaluation and to give and accept constructive criticism to improve students learning outcomes.

### ***Cultural:***

Students explore how technology has changed our culture, particularly the rise in social networking sites and the ability to communicate instantly across the world. Computing



helps break through linguistic and cultural barriers. Studying Computing allow students the opportunity to reflect on how different culture use technology and challenged to think about how differing cultures access and use the internet and what implications this has on the individual and the culture. We develop wider cultural awareness in Design Technology through projects that a connection with our past and how industrial routes have changed and shaped our nation.



‘Britishness’: Britishness cannot be nailed down because, like all identities, it is evolving and re-forming with every moment. Britishness, it is often suggested, is ultimately about shared values of tolerance, respect and fair play, a belief in freedom and democracy.

### ***Afternoon tea***



## **Drama Department**

### ***Spiritual:***

At KS3 and KS4, the use of imagination and creativity is embedded into the curriculum. In Y7 and Y8 students explore resources covering a range of religions such as Aborigine Dreamtime, Judaism and Christianity.

### ***Moral:***

In Y7 students study the story of Min-Na-Way and explore the theme of individual and communal responsibility. In Y8 students look at the topic of Bullying and the ramifications this can have. At KS4 a wide range of texts/resources are used that allow students to understand ideas and attitudes that differ to their own.

### ***Social:***

Respect and tolerance is intrinsic to the creative process. Students across all key stages examine and empathise with varying viewpoints examining characters from different religions, ethnic and socio-political backgrounds. In Y7 students identify British Values and explore the work of seminal British playwrights.

### ***Cultural:***

Cultural development is also vital in a creative curriculum. Students are encouraged to watch and participate in a variety of artistic and cultural opportunities ranging from musical theatre productions to Shakespeare.

