

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.



'British Values': 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:

History

KS4 students look at the impact of the Religious Settlement and the way in which Protestants, Catholics and Puritans reacted to this change.

Religious Education

Students across both KS3 and KS4 look at how people choose to express their faith, ideas around marriage and divorce and religious views surrounding death and the afterlife. They consider a wide range of ultimate questions such as, 'How did we get here?'

Moral:

Geography

In both KS3 and KS4 pupils have to consider the impact of contemporary geographical issues, such as climate change and erosion. Pupils have to look at the impact of their behaviour and explore strategies to support these societal issues.

History

In KS3 students study the Holocaust. Pupils are encouraged to consider the impact of individual decisions, such as being a victim, perpetrator and bystander.

Religious Education

In both KS3 and KS4, 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:

Geography

In both KS3 and KS4 Geography, pupils learn about the study of people, in terms of human geography. For example, students learn about the impact of issues, such as migration on both the towns and cities people migrate to and the communities they have left behind.

History

In History we teach pupils about conflict in both KS3 and KS4. We look at how a range of conflicts were resolved. For example, Year 9 will learn about the Treaty of Versailles and the problems it caused. Year 10 pupils study how the crisis of the Cuban Missiles Crisis was resolved and the consequences to avert nuclear war in the future.

Religious Education

In RE, pupils learn about a range of issues that impact people. For example, pupils look at why there is religious freedom and tolerance in the United Kingdom. This is covered throughout both KS3 and KS4 and helps pupils to understand the importance of respecting other people's beliefs in a multicultural world.

Cultural:

Geography

In KS4 Geography students study a range of places in both high income and low income countries. Investigating the similarities and differences within and between them. In KS3 Geography students investigate poverty and development, making comparisons between both low income countries and high income countries.

History

In KS3 History pupils learn about protest. Pupils look at a number of different groups who fought for change, including the Rebecca Riots and the Luddites. Pupils then look in depth at the impact of the female suffrage movement.

Religious Education

In KS3 pupils learn about each of the major religions. Students cover what people believe and are encouraged to consider how they react to these beliefs, e.g. halal meats. In KS4 pupils look in depth at Islamic and Christian beliefs.



'British Values': 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 learn about a number of key dates, such as the Magna Carta. Pupils are also taught about the First Past the Post system and about Conservatism, Socialism and Liberalism. In RE, students learn about a number of different religions and the importance of understanding and tolerance.



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.



'British Values': 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. In 2019, 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.



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



Mathematics Faculty

SMSC is embedded into every maths topic that pupils study whilst at Shevington. Each topic starts with 'Links to Everyday Life' which enables students to know how the topic relates to the world around them. Below are some of the examples where SMSC plays a role in Maths.

Spiritual:

Students complete topics such as sequences, patterns, symmetry and scale both in the man-made and the natural world and they use maths as a tool to explore it more fully. Algebra is a fundamental part of maths and enables students to describe and model reality. Awe and wonder is encouraged when studying Standard Form and how this is used when describing astronomically large or microscopically small values.

Moral:

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. For example, students are encouraged to analyse data and consider the implications of misleading or biased statistical calculations. 15% of the GCSE Maths course is based on Probability & Statistics. 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.

Social:

The Maths Faculty always provides the opportunity for pupils to work both independently and in pairs or groups. Pupils need to be able to develop their problem solving skills and use these when explaining concepts and presenting ideas. We enable pupils to support each other, especially once a skill has been mastered, we encourage them to explain to others to demonstrate true mastery.

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. All mathematics has a rich history and a cultural context in which it was first used. The world of modern computing would be impossible without the fundamental Mathematics upon which they are built.

British values:

When teaching about the importance of angles, we like to make links/references to structural engineering by looking at 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.

British values':

Students learn how we are tolerant of all, and how science has helped people understand how the world works. Science in the news and how science works is covered in science home learning. Students read about famous scientists, they also read about science in the news and answer questions based on what they have read



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. Pupils are made aware of religious cultures through the cuisine they eat in Food Technology.

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. In Technology students gain an understanding of

other cultural cuisines throughout the world during KS3 & KS4

Afternoon tea



Drama Department

Spiritual

Ofsted definition: Pupils' spiritual development is shown by their:

- *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*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them*
- *use of imagination and creativity in their learning willingness to reflect on their experiences.*

Drama cannot happen without the use of imagination and creativity. The very act of adopting a range of characters engenders the use of imagination and does so in increasingly complex and creative ways. Taking on the role of someone else is intrinsically empathetic and allows students to examine a range of viewpoints. By exploring a range of characters they learn to understand their faith, their feelings, their motivations and their values. When thinking about somebody else's position it is impossible not to make comparisons with our own life, beliefs and values. Indeed, it is sometimes useful to draw on our own similar life experiences to help understand the life experiences of those who we would otherwise not have been able to access or understand. To this aim, resources and topics are carefully chosen to reflect a wide range of beliefs and religions across both Key Stages. Current topics include Aboriginal Dreamtime, Judaism and Islam.

Moral

Ofsted definition: Pupils' moral development is shown by their:

- *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*
- *understanding of the consequences of their behaviour and actions*
- *interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.*

Much of what we do in drama is centred around understanding a character's motivation and researching what makes them behave in a certain way. That research enables students to understand the moral and ethical issues existing within that character and therefore the context within which the character is behaving. Students will develop an understanding of a character, who at first may seem unethical, immoral or criminal. Once they have examined their motivation and their backstory, they will begin to understand that the characters actions are a product of their past. From that they will understand that what happens in Drama is very often mirrored directly in real life. By studying Drama we become reflective spectators who can distinguish not only between what is good and bad within a fictional context, but it also helps us make distinctions between 'right' and 'wrong' ideologies in real life as well. Current topics which promote a wider understanding of moral issues include Min-A-Way, Blood Brothers and Making a Stand.

Social

Ofsted definition: Pupils' social development is shown by their:

- *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*
- *willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively*
- *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.

Drama, by its very nature, is a shared experience. Even a Year 11 student who decides to create a monologue for their examined performance, will not do that in isolation.

At minimum, they will have an audience. The process of performing should never be taken for granted. If done well, the audience are constantly drawing connections between themselves and the character they are watching, realising their own thoughts and reflecting on their own experiences. The performer is always looking to create a response from the audience.

However, beyond that audience and performer connection, Drama does not happen in isolation, it is a team game. Whether that is in pairs or as a class of thirty. Students must not only demonstrate but practice good group work, which isn't just listening and involving others but also having the common sense and empathy to take into account different viewpoints drawn from their own individual religions, ethnicity and economic backgrounds. These group skills are central to the study and creation of Drama and promoted across the entire curriculum.

Cultural

Ofsted definition: Pupils' cultural development is shown by their:

- *understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others*
- *understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain*
- *knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain*
- *willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities*
- *interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.*

Drama is a cultural activity. It is one of the oldest art forms and subjects of study. It was through Drama and Ritual Movement that early humans communicated and celebrated. The Ancient Greeks used Drama as centre pieces of festivals to celebrate their culture but also to communicate their political beliefs. Drama was used to communicate and teach the bible for centuries. In more recent centuries, Drama has been used to question and criticise society, government and those in power. We also look to Drama to help us understand difficult, complex and often challenging issues.

Drama in the classroom is no different. We use it to explore different cultures, ideologies and philosophies and as such, it develops students' understanding and acceptance of different faiths, cultures and socio-economic groups in a range of contexts. Current topics that allow students to explore cultural context include Shakespeare, Folk Tales and Brecht.

British Values

Ofsted Definition: Pupils' understanding of British Values is shown by their:

- *understanding of how citizens can influence decision-making through the democratic process.*
- *appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.*

- *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.*
- *understanding that the freedom to choose and hold other faiths and beliefs is protected in law.*
- *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.*
- *understanding of the importance of identifying and combatting discrimination.*

British values are also intrinsic to the work that takes place in Drama. Group work, democracy and tolerance are promoted across the curriculum. This encourages all students to develop self-esteem, patience and a celebration of diversity. The topics we cover can promote British achievements and champion British playwrights and writers. To this aim we currently cover areas such as World War II, Chaucer and British Playwrights. The aim is to give students a breadth of understanding and knowledge of the country that they live in. This combination of self-discovery supported by the rich history of performance that we have in Britain provides them with a well-rounded education.

Y10 Students exploring Mrs Johnstone's motivation to give up her child in Blood Brothers



Music Department

The Music department contribute to pupils SMSC development by:-

Spiritual development

Students explore and develop their own interests in music through a variety of personal tastes and learn to compose in these styles allowing students to explore their personal tastes further.

At Key Stage 3 musical projects focus on a variety of songs which cover various issues and how these should be performed. At Key Stage 4 students focus on music genres from around the world, traditions and how these relate and influence music they are interested in. Students learn to appreciate and understand the musical interests of their peers through evaluation and demonstration. Students offer feedback and encourage their peers through assessment and learn how to promote confidence in performing and composing. Students complete evaluation of performances and compositions demonstrating their willingness and ability to reflect.

Students learn how careers may be developed in Music and Music Technology and may influence their decision in a career choice due to the skills they have developed through creative composing and team work during performance.

Moral development

Students develop individual performing skills, confidence in performing and learning music, and creativity through composing projects. Students focus on why a particular piece of music is created, for an occasion for example and how a piece of music may reflect the feelings or intentions of the composer or piece of music. Students also focus on how music is used in a particular culture and how this genre is composed and performed. Students learn to appreciate various styles or genres of music and appreciate the performance of other students.

Social development

Students as soloists, pairs and groups of various abilities and backgrounds in all musical projects. Their work requires students to understand the needs and ability of others. Teamwork is encouraged in order to be successful in composing and performing, especially as a successful ensemble which is a requirement at GCSE. Student grouping changes continually to ensure that students are challenged, understand and develop their skills by working with others. Across both key stages students work collaboratively building their teamwork and cooperative skills and ability to problem solve with others.

Cultural development

Across both key stages students focus on various styles and genres of music from the tradition of Classical Music and focus on Composers to more contemporary musical styles and how these are created. At GCSE level students study the works of particular composers, and their musical context with the world or culture at the time of composing.

Strong participation in school concerts from pupils across all year groups. Committed attendance by students at the varied extra curricular timetable including The Orchestra, rock and pop club, brass and woodwind ensemble covering various styles and genres of music from Classical and Music Theatre to Rock which have contrasting origins.

Physical Education Department

Spiritual

Within PE, our students are able to develop a sense of enjoyment and exploration in learning, including the learning of others, themselves and the world. Our students are encouraged to be creative and imaginative in their learning. They are encouraged to reflect on theirs and others experiences while gaining inspiration from the performances of top level athletes.

Examples of Spiritual Development in PE:

- Explore, creativity through producing Dance and Gymnastic routines
- Students develop an understanding of their own bodily capabilities through exercise.
- Encouraged to display emotions through their Dance routines
- Students are able to reflect and evaluate their own experiences in PE and build a positive mindset and promote progression
- Encouraging the Students to be inspired by sporting events in the world (World Cups, Olympics etc)
- Accepting and rising to challenges
- Reflecting on their work through self evaluation.

Moral

PE teaches students about code of conduct, etiquette, sportsmanship, fair play and unwritten rules of sports. We encourage all our students to abide by the rules and regulations of the game and to understand the consequences of our actions, along with the effect our choices have on others around us. We encourage all students that to achieve at a high standard in sport they need to work hard and show discipline and application.

Examples of Moral teaching in PE:

- Promotion of fair play in lessons
- GCSE investigations into - Deviance, Performance enhancing drugs and gamesmanship
- Sports Relief
- Race for Life
- Respecting each other, the facilities and equipment we use
- The ability to follow instructions both from teachers and peers

Social

Within PE the students use a range of social skills including cooperation with others, the ability to listen to their peers and follow instructions and developing conflict resolution. Our students also have the opportunity to work with peers from different ethnic and socio-economic backgrounds. Our inter house and inter school competitions help students to build trust with others and build friendships and develop social mixing skills.

Examples of social lessons in PE

- Celebration and recognition of sporting success
- Attendance of extracurricular clubs
- Promotion of teamwork within lessons
- Leading sections of lessons to develop leadership skills

Cultural

The PE department helps to develop sporting opportunities that help to develop positive attitudes towards different religious, ethnic and socio-economic groups in both local, national and global communities.

Examples in PE

- Improving their understanding of sports from different countries
- Promotion of sports through the use of role models and their achievements
- Increasing the knowledge of global sport through large sporting events like World Cups and Olympic games
- KS4 students study factors and influences which affect a person's participation in sport.

British Values

In PE students learn to accept all students no matter what their background, ethnicity, religion. This is taught through the medium of teamwork, fair play and cooperation. We teach this through varying sports that will allow the students to evidence this through their words and actions. The rules of our sports help students to understand the rule of law and that all actions have consequences both good and bad.