

Social, Moral, Spiritual, Cultural (SMSC) Policy

Ribblesdale School



Intention

At Ribblesdale School we recognise and firmly believe 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 access and relate fully to the world in which they live. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture and develop through our subject and wider curriculum.

Our SMSC provision is underpinned by the 'Ribblesdale Way' which includes 'Challenge, Relationships, Readiness, Evidence and Reflection'.

All curriculum areas make valuable contributions to pupils' spiritual, moral, social and cultural development.

Staff /Pupil Expectations

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand their rights and responsibilities and the need to respect the rights of others. School and classroom charters should 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 teacher's planning and learning resources.

SMSC will be delivered in all aspects of school life, through the following means:

- Curriculum - schemes of learning
- Form time/assemblies
- Wider school opportunities
- 'My Future Matters' programme

We will give our pupils opportunities to:

- Share their achievements and successes with others
- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc.
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others,
- Develop a sense of belonging
- Develop the skills and attitudes that will enable them to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.
- Listen and talk to each other
- Learn to treat everyone as equal, accepting people who are different because of physical and learning difficulties
- Agree and disagree but respond respectfully
- Experience good role models
- Take turns, share ideas and equipment and give peers the opportunity to contribute
- Work co-operatively and collaboratively

All curriculum areas including form time and assemblies seek to create the following opportunities.

Spiritual Development

We will enable pupils to:

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life

Moral Development

We will support pupils to:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements

Social Development

We will foster:

- An understanding of individual and group identity
- The motivation to help others in the school and wider community
- Opportunities to act as responsible leaders and role models
- Activities in Houses e.g. competitions, support the development of effective relationships

Cultural Development

We will broaden horizons so that pupils can:

- Recognise the value and richness of cultural diversity in Britain
- Develop an understanding of Britain's local, national, European, Commonwealth and global context

See Appendix 1 for Specific Curriculum Provision

Wider practical activities to develop SMSC in the wider school context will include:

- Working together in different groupings and situations
- Encouraging the children to behave appropriately at social times
- Taking responsibility e.g. student leadership team
- Encouraging teamwork in all group activities, e.g. team sports
- Showing appreciation of the performances of other children 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. Remembrance and Harvest Festival
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians
- Opportunities to make and evaluate food from other countries
- Studying the contributions to society that certain famous, historical and influential people have made
- The school supports the work of a variety of charities
- Pupils are taught to appreciate and take responsibility for their local environment

Monitoring and evaluation

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

- Monitoring of Schemes of Learning and lessons by SLs and CALs / SLT / Head-Teacher/ Governors
- Regular discussions at staff and governors meetings
- Consultation with parents and carers

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 prepare our pupils with the skills they need to achieve success and fulfilment in life and make a positive contribution to society.

How does the school's SMSC (Spiritual, Moral, Social and cultural) provision impact on our pupils?

Things that we know/can see:

- Bullying rates are low
- Pupils open doors for each other and staff
- Pupils largely respect and support each other
- Very little conflict in school- pupils do not socialise separately based on race/ gender etc.
- Pupils generally have strong moral compass about what is right and wrong
- Pupils view staff as strong role models –mutual respect
- Positive impact on behaviour overall - reduction in fixed term exclusions year on year
- Raising money through charity work - thousands of pounds raised every year
- Pupil uptake on trips and expeditions - eagerness to explore other countries and cultures
- Respectful answers given in class discussions e.g. Holocaust, slavery and cultural diversity

Appendix 1
SMSC Provision

Department: English

Year Group	Unit of Work	Further Detail
7	<p>Memoirs</p> <p>War Poetry</p> <p>Lamb to the Slaughter</p> <p>Romeo & Juliet</p>	<p>Through the study of biography, recount and writing about memories this unit work focusing on crafting the sharing of personal stories, experiences and choices.</p> <p>Pupils are given insight into the experiences and attitudes towards war; this is from a range of perspectives, times and wars.</p> <p>Plenty of discussion to be had around what is morally right and wrong with regards to both Patrick's and Mary's behaviour: leaving a pregnant wife and murdering another human being. Pupils can also consider an alternative scenario – what should have happened demonstrating how they believe the couple should have communicated their frustrations to one another.</p> <p>Explores tragedy, family dynamics and relationships through this famous Shakespearian play.</p>
8	<p>Narrative Writing</p> <p>100 Years of Poetry</p> <p>Of Mice and Men</p> <p>Articles</p>	<p>Whilst this is a creative writing component, pupils are encouraged to consider the roles of protagonists and antagonists – both at a human and natural disaster level. They can use their own experiences as a springboard for their plot.</p> <p>Poems are studied along the corresponding context that mark historic events like the Holocaust, 9/11, the Munich air disaster, the Human Rights Movement in the USA, The Troubles, Northern Ireland.</p> <p>Here, we cover racism, sexism and ageism, particularly how attitudes have changed and/or remained the same since the 1930s. There is discussion around those with learning difficulties too.</p> <p>Pupils need to write an article for a teen magazine, which needs to be both informative and lively on their chosen topic.</p>
9	<p>Spoken Language</p> <p>Othello</p> <p>Animal Farm</p>	<p>Pupils are given the opportunity to deliver a speech on a topic of their choice, and one they feel strongly about. Those that receive a distinction will be due to the sophistication of their topics and stance.</p> <p>This Shakespeare play deals with issues of race, domestic violence, betrayal and deceit.</p> <p>Explores the allegorical story that satires political landscapes and their leaders, power and human nature.</p>

	Rhetoric	The art of persuasion is studied and how to persuade and manipulate a reader/audience.
	Literary Rebels	Controversial literary greats are studied to examine how they made their voices heard.
10 & 11	A Christmas Carol	In this Victorian text, we teach the importance of religion, spirituality, wealth/poverty, socialism, class systems, personal/social responsibility, Christmas traditions and forgiveness/repentance.
	An Inspector Calls	As this is set in the Edwardian era, we teach pupils about strikes, the industrial revolution, women's rights, socialism and capitalism, responsibility and the domino effect.
	Macbeth	It's difficult for pupils to distinguish where the responsibility lies for the downfall of Macbeth and Lady Macbeth, finding them both to blame (in different measures), as well as the witches. Treason, patriotism, loyalty and Catholicism are key points of discussion. Banquo's responsibility is, too, discussed as although he didn't play an active role to do anything 'wrong' per say, he was, in fact, a bystander who had his doubts.
	Poetry Anthology	A range of poetry is studied from different periods, cultures and points of view, giving pupils an insight into the wider world.
	Unseen Poetry	As the exam board tend to use relevant (and modern) topics that pupils can relate to (like school, growing up, relationships etc.), teachers will use these poems as a springboard of which to generate other poems from. However, a range of other poems have been used such as ones relating to traumatic experiences such as Auschwitz etc.
10 & 11	English Lang	For each discipline, a variety of spiritual (context/figurative expression) moral, social and cultural considerations are interwoven into both specifications. Please see above for the Literature breakdown.

Department: Science

Year Group	Unit of Work	Further Detail
	Cells – puberty/drugs	Consider the consequences of body image & development of respect. Consider the consequence of our actions on others as well as ourselves.
	Forces, stopping distances	Consider speed limits and the consequences of speeding.
8	Earth's resources	Consider the impacts of taking resources from the earth. Looking into how we can lessen our impact.
	Earth's atmosphere	Consider how we impact the atmosphere and the consequences of our actions.

9	Accumulation of toxic material – plants and ecological relationships Variation and selection – theory of evolution	How humans impact the food changes and the consequences of this and the ethics surrounding. The different ideas of evolution and why people believe as they do. Evaluating different ideas using evidence
10	Stem cells - cell biology Atomic structure – nuclear safety	Consider the ethics of using bone marrow vs embryonic stem cells. Looking at the ethics from different perspectives. Consider the consequences of ethics surrounding nuclear power. Linking it to energy resources
11	Ecology – biodiversity Chemistry of the atmosphere – Global climate change	Consider the importance of maintaining the biodiversity of our planet and the consequences if not. Consider the consequences of Global climate change and the various responsibilities.

Department: Maths

Year Group	Unit of Work	Further Detail
7/8/9/10/11	Numeracy Week Percentages: Finance	Moral/Social: Various activities focusing on money, finance and debt. Social: Promoting an understanding of financial maths such as bank accounts and credit cards
10/11	Data Handling Topics	Moral: Investigating statistics in the media and how they may be skewed and/or biased.
9/10	Proportion	Moral/Social: Best—Buys—do supermarkets play fair?
7/8/9	Shape NSPCC Number Day	Cultural: Geometric patterns in different cultures such as rangoli patterns in India. Symmetry and its significance in other cultures. Various activities and competitions promoting a love of numbers.

Department: MFL

Year Group	Unit of Work	Further Detail
7	My family and myself Spanish/French culture	Pupils discuss the positive attributes of themselves and others. Pupils will discuss the differences in Spanish/French culture and participate in discussions surrounding cultural celebrations and festivals, for example, celebrating La Chandaleur and differences in Christmas/Easter celebrations.
8	Spanish/French culture Health	Pupils will discuss the differences in Spanish/French culture and participate in discussions surrounding cultural celebrations and festivals such as bull fighting. Pupils will discuss the importance of living a healthy lifestyle and how this can affect their lives.
9	School The World	Pupils will discuss the similarities and differences between schools in the UK and France and Spain. Pupils will also look at issues of poverty in Spanish-speaking countries as well as how we can help by buying fair trade products etc.
10	My family and myself The environment and social issues	Pupils discuss the positive attributes they have as well as others in further detail. Pupils discuss the impact that we are having on the environment and how we can help improve the situation through volunteering. They also discuss the homelessness crisis and what can be done to help others.
11	Spanish/French culture Health	Pupils will discuss the differences in Spanish/French culture and participate in discussions surrounding cultural celebrations and festivals such as Bastille Day. Pupils will discuss the importance of living a healthy lifestyle (focus on drugs/alcohol etc.) and look at issues within the UK and France/Spain.

Department: Media Studies

10	Newspapers	Stereotypes, discrimination and politics.
11	Coursework and Crime Drama	Racial divides, respect, and moral decisions.

Department: Computer Science

Year Group	Unit of Work	Further Detail
7	All about me PowerPoint (Transition Unit) E Safety Safe Searching, Online Bullying & Safe use of Passwords:	Pupils create a presentation which highlights information about themselves. They are encouraged to celebrate their strengths. Pupils explore the dangers and risks of being safe online, looking at how to search for information effectively and safely, as well as the risks of passwords being compromised.
8	Modelling Future aspirations. Networks & Cyber Security Artificial Intelligence	This unit of work looks at creating spreadsheet models. It allows pupils to select their aspirational lifestyle and the job they want when they leave school. Their task is to produce a working model to ensure their future income can support their life. Pupils look at how networks are created, and how information can be intercepted. They look at the risks of and consequences of hacking, and look at how an attack can happen, and investigate ways of how this can be reduced. Pupils explore what artificial Intelligence means, and how this can have an impact on technology and the lives we live. They explore how a computer can be made 'intelligent' and look at the risks of what happens if a mistake is made when programming the intelligence to the computer.
9	Computer Science Ethics (App Development & HTML. Encryption, Creative Project)	Looking at how Computer Science is affecting current culture. Pupils explore the concepts of copyright, computer misuse, and data protection concepts.
10	Computer Science Ethics Cyber Security	Looking at how Computer Science is affecting current culture. We focus on what we have the ability to do using computer science but look at the impacts towards education, social, environmental and cultural issues. Pupils look at how networks are created, and how information can be intercepted. They look at the risks of and consequences of hacking, and look at how an attack can happen, and investigate ways of how this can be reduced.
11	Computer Science Ethics Cyber Security	Same as above

Department: PE

Year Group	Unit of Work	Further Detail
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7/8/9	Gymnastics – use of device to video routine and peer groups ILO each term linking to cultural capital and community sporting opportunities	Create opportunity to observe and watch each other understanding pupils have various abilities and encourage positive feedback. Think pair share opportunities. Discussion time and review. Independent learning Opportunities for pupils to show their understanding of aspects of sport in the community understanding why, where and how to get involved in sport.
7/8/9	Games- netball and invasion Leadership, sports ambassadors and captains	Use of rules and regulations to follow, help support an ethos of fair play and sportsmanship. Opportunities in school and out of school to volunteer support to HRVSS tournaments and events. Working with primary and secondary pupils and adults showing exemplary behaviour and manners and amazing leadership characteristics ready for post 16 and workplace learning.
7/8/9	Health and safety OAA - Orienteering	Be polite and respectful to peers/staff and equipment. Awareness of own actions and repercussions of unsafe behaviour. Opportunities for teamwork and problem solving in lessons. Awareness of the community of the school and school identity for respect of resources and the building.
10/11	OCR – unit 4-6 sponsorship media, sport psychology Ethical, social cultural issues in PE	Barriers to participation- goal setting, mental health, feedback. Diet, nutrition, well-being and fitness for life. Mental well-being, social, emotional and physical fitness.
11	Core PE Community sports use	Power walking in the community an awareness of our semi-rural environment visiting areas of natural habitat and LCC walking routes linked to conservation and the Ribble Valley community. Use of adult recreational facilities in the nearby area to support fitness for life and encourage a healthy active lifestyle for the future. Behaviour outside of school, working with the public in Roefield. Awareness of manners respect and consideration of public.

Department: Art

Year Group	Unit of Work	Further Detail
7	Keith Haring –Fit for Life Eat well, Move more, Live Longer. Cartoon Crowd – colour theory linked to emotions.	Pupils create a poster based on the campaign ‘Fit for Life’ looking at healthy lifestyles choices they can make. Incorporating the importance of exercise and mental wellbeing. Throughout this topic we explore the emotions and feelings associated with colour. How our mood can be influenced by the colours we surround ourselves with. Colour theory and its link to interior design.

8	Mexican day of the Dead Hundertwasser	The fascinating festival that takes place in October has inspired this project. Exploring its importance within the Mexican culture, its use of symbolic imagery and bright colours. The multi-day holiday involves family and friends gathering to pray and remember friends who have died, supporting their spiritual journey. It is not a day of sadness but celebration. Hundertwasser felt that life and art are in harmony with nature. He believed that humans and nature should coexist peacefully. During this project we try to convey the philosophy of Hundertwasser into the work the pupils create. He was an environmentalist and a conservationist. Pupils will discuss his work and as their personal response will design a poster to support their desired environmental issue.
9	Cultures- 'A Culture of your choice'	Including street art, self-image, LGBT issues, gothic, punk and other issues pupils feel passionate about.
10	Mock Exam - A question to provoke an issue-based response.	'In the News', 'In a different way', 'Telling Stories' and 'Messages' are all questions to provoke a very personal response.

Department: Geography

Year Group	Unit of Work	Further Detail
7	Use of water provision specifically in regards to the Nile	
8	Development and in particular the inequalities that exist between different countries and within countries	Pupils consider the ideas and issues surrounding Newly Emerging Economies and the exploitation of different groups of people.
9	Study populations and how exponential growth in population creates issues Complete issue based tasks	Pupils look into birth control policies and consider their impact on the people of the country. Who is to blame for global warming and who can/should do something about it?

10/11	Social, economic, political and environmental challenges The issues in relation to global resources and the inequalities in availability and distribution	Urban change in both rich and poor countries. During this they consider the different options such as increasing current practices (burning fossil fuels) and the moral dilemmas that this creates
10/11	Population change	Pupils cover similar concepts to the Year 9 content but with added detail and with a focus on NEE's.

Department: RE Provision

This is inherent in all aspects of the Scheme of Learning. Pupils explore the responsibilities people have for the world around them due to their religious beliefs. Pupils will also develop their own thoughts and opinions on moral issues. There are some examples below.

Year Group	Unit of Work	Further Detail
7	Creation	Pupils consider what it means to be 'Steward' and taking care of creation. Pupils also learn about local and national charities and how they influence the lives of people in their communities.
8	Jesus	Pupils think about the moral implication of Jesus' life and consider what they can learn from Jesus' actions and teachings. They reflect upon the importance of the Church as a body of people who support each other.
GCSE	Religion and Life	Pupils investigate the impact of government decisions on society and religious believers e.g abortion and euthanasia. They consider the impact of technological advancements and its influence on cultural beliefs.
GCSE	Crime and Punishment	Pupils investigate the causes of crime and the moral implications of crime. They also consider 'justice' and 'retribution' in relation to punishments. They then consider the differing perspectives of various people in communities and how this affects the decisions of the law in individual cases.

Department: History

Year Group	Unit of Work	Further Detail
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7	<p>Viking invasion</p> <p>Medieval Realms</p>	<p>Cultural impact of the Viking invasion and the judgements about their behaviour.</p> <p>How did people live? Choice of King in 1066: taking into account moral choices made by people in charge. Behaviour of key individuals such as King Henry II's role in Thomas Beckett's death. Black Death and the moral issue of how to treat the peasants, linking to Peasants Revolt.</p>
8	<p>Tudor</p> <p>English Civil War</p> <p>1750-1900: Industrialization</p> <p>Slavery</p> <p>20th century: World War One</p>	<p>Behaviour of Monarchs with the religious issues such as Henry VIII, and Mary Tudor (Bloody Mary).</p> <p>When learning about the English Civil War, pupils are encouraged to make judgements on the behaviour and spiritual beliefs linking to war. Assessments of Oliver Cromwell's changes to Britain and his behaviour.</p> <p>Pupils explore the treatments of workers and children and examine a case study of the Cotton Famine and why workers in Lancashire and Manchester supported the anti-slave President Lincoln. The wish to gain economic prosperity is discussed against the humanitarian ideas. 19th Century culture is studied, along with changes to people's lives and pupils assess the significance of these changes. Chartism and Peterloo are examined as part of pupils' investigation into the evolution of suffrage in Britain.</p> <p>Discovery of the treatment of slaves and how countries like Britain behaved towards them. Campaigns to end slavery and judgements are made about the SMSC aspects. Humanitarian and race study. Evaluating the British Empire, considering the moral, cultural and social impact.</p> <p>SMSC of the appropriateness of war to solve difficulties. Equality for women is studied. Treatment of soldiers at war and the culture of discipline. Pupils make judgements and discuss the fairness of the Treaty of Versailles on Germany along with popular contemporary feelings towards Germany by some groups.</p>
9	<p>World War Two</p> <p>Nazi Germany/ The Holocaust</p>	<p>Life during the Home Front – culture and social changes due to war. Pupils debate the moral reasoning behind the dropping of the bomb at Hiroshima.</p> <p>Hitler as a leader and the SMSC topics that emerge from this. Communism as a theme runs through this study and pupils are focused on the different aspects of the regime which promotes SMSC discussion. Restrictions and control in Nazi Germany, along with the Holocaust are completely focused on SMSC discussion and</p>

	<p>USA</p> <p>Multicultural Britain</p> <p>Vietnam War</p>	<p>evaluations. The treatment of Citizens and Jews promotes lots of opportunities and pupils are constantly referred to the correct way to treat people, necessary intervention that could have taken place, the role of the ordinary citizen (power of objection) and the beliefs of others that are seen as “different”, along with the SMSC issues of Totalitarian rule. They are also linked to Holocausts that happen in society today.</p> <p>This topic starts with the social and cultural life in the 1920’s/30’s with the boom and depression. Moral idea of the state providing help is discussed. A large section of the topic is about the campaigns for equality with Martin Luther King.</p> <p>This focuses on migration into Britain from Windrush and riots/campaigns for equality in the 1980’s. Lots of activities based on evaluating the inappropriate behaviour towards the immigrants and the value of Britain being a multicultural nation.</p> <p>Vietnam war covers many opportunities for SMSC – soldiers’ behaviour, campaigns at home, My Lai, protests which took place against the war.</p>
10/11	<p>World War One</p> <p>USA 1920-73</p> <p>Health and the people</p> <p>Elizabethan England</p>	<p>Study of the vulnerability that Germany felt and the behaviour of countries leading to war, and this leads to a judgement that pupils make about who should be to blame. Treatment of soldiers form an SMSC point of view.</p> <p>This builds on Year 9 study, SMAC campaigns for equal rights. Social and cultural aspects of America through the time is studied, including the Rock and Roll era. Changing life for women up to 1973 involves studying equality.</p> <p>This involves learning about all the moral aspects of medicine and health though the ages and how Christianity and Islam vary in their treatment, spiritual medical ideas are studied, and pupils make judgements on these. Life in towns from Medieval times to 19th Century involves thinking about the moral issues and cultural differences from life in the country.</p> <p>Cultural and social aspects of life at this time are studied, along with the appropriateness of the belief in the “Great Chain of Being”. The aspects of equality with a woman ruling the throne, equality with characters like Bess of Hardwick rising from rags to riches. Moral and spiritual aspects are evaluated such as the treatment of different religions.</p>

Department: Food

Year Group	Unit of Work	Further Detail
8 (KS3)	Healthy eating	Cultural – appreciation of Ramadan and that some people fast. Dietary disorders such as nutritional excesses and insufficiencies e.g. Anorexia, bulimia, malnutrition....etc. Nutritional needs of different age groups such as the elderly and people with medical conditions such as religious diets, diabetics and coeliac disease. Affordability, skills and knowledge of making healthy nutritious dishes.
9 (KS3)	Afternoon Tea project	Spiritual – Respect the beliefs of other faiths e.g. vegetarian foods and no alcohol on the table. Social – Respecting the viewpoints of others e.g. asking a questionnaire to gain ideas for food/drink. Enjoying the afternoon tea meal with friends/family members. Cultural – Theming the afternoon tea e.g. an Indian/ British/ Italian theme
10 & 11 (KS4)	The Hospitality & Catering Provision meeting customer requirements The 3 R's Healthy eating Vegetarianism The Success of H&C provisions	Customers needs, expectations, trends, equality & rights. Sustainability, Carbon footprint, fair trade, food miles, seasonality, supporting local farmers and traders, food provenance, food waste. Use of GM ingredients, organic v's use of pesticides. Cultural – appreciation of Ramadan and that some people fast Dietary disorders such as reasons for Anorexia, Bulimia....etc. , malnutrition. Nutritional needs of different age groups such as the elderly and people with medical conditions such as religious diets, diabetics and coeliac disease. Affordability, skills and knowledge of making healthy nutritious dishes. Appreciation of people avoiding meat/fish/animal products for various reasons – including moral and cultural beliefs. Media advertising such as TV advertising by KFC & McDonalds and foods high in fat and sugar, especially appealing and targeting children. Competition and Trends e.g. numerous coffee shops on the high street and retail parks.

Department: Business Studies

Year Group	Unit of Work	Further Detail
10 & 11	Investigating small businesses	Moral - In Year 10, pupils look at employment legislation and investigate discrimination in the workplace and society. They look at how this affects the way businesses operate and what can happen if the law is broken. Different case studies are used to show the impact in the real world.

		Pupils also complete a unit of work on ethics in business and investigate why some businesses adopt ethical practices while others do not. This includes how pressure group campaigns have changed the practices of Nestle and Lego. Recycling is also investigated with a focus on McDonalds.
11	Building a business	<p>Cultural – In Year 11, pupils look at the impact of the EU and how this impacts business trade. Pupils are encouraged to explore the wealth of different countries and how developed they are. Pupils will research less economically developed countries and the impact this has on businesses and people.</p> <p>Pupils look at how businesses grow and the impact of advertisements in different countries. Coca Cola and Pepsi are used as examples to show how they have at times got things wrong.</p>
10 & 11	Enterprise and entrepreneurship	Social and Spiritual – In many units of work there are opportunities for pupils to work collaboratively on a range of projects, particularly on the Enterprise and Entrepreneurship unit where they have to work together as a small business and develop product ideas and marketing strategies. Pupils then present their ideas to the rest of the class in a Dragons Den lesson. Pupils are encouraged to be creative and come up with new unique ideas for the future. Throughout the GCSE, pupils are encouraged to develop their team working skills through collaborative work and research.
11	External Influences	Spiritual – Pupils explore the different stakeholders of businesses and how their objectives and beliefs can affect a business. This includes pressure groups such as Green Peace and how campaigns can influence business decisions.

Department – Music/Performing Arts

Year Group	Unit of Work	Further Detail
7 music	Find your voice I've got rhythm Keyboards skills Form and structure Instruments of the orchestra	<p><u>Spiritual Development:</u> Pupils build up their self-esteem through rehearsing and performing in front of a live audience. Pupils are given listening questions as part of our 5 a day to support the capacity for critical and independent thought, as pupils give their opinions on selected pieces of music. Pupils are encouraged to foster their emotional life and express their feelings through singing and playing. Pupils form and maintain worthwhile and satisfying relationships working as a whole class choir or paired work when using keyboards.</p> <p><u>Moral Development:</u> Pupils learn to listen and respond appropriately to the views of others, when discussing a piece of music or a performance. Pupils are taught how to respect for the environment by learning how to act respectfully as an audience and how to treat equipment.</p> <p><u>Social Development:</u> Pupils are taught an understanding of individual and group identity by respecting our own musical preferences and celebrating our unique voices. Pupils are given opportunities to act as responsible leaders and role models when they work towards a small group vocal performance.</p> <p><u>Cultural Development</u> In Year 7, pupils are encouraged to listen to black musicians during Black History Month as part of their ILO. In many schemes we listen to and learn music by a wide variety of music from different historical periods and great composer such as Bach, Beethoven, Mozart, Schumann and Brittain.</p>
8 Music	Ukulele skills Basslines The Blues	<p><u>Spiritual Development:</u> Pupils build up their self-esteem through rehearsing and performing in front of a live audience. Pupils are given listening questions as part of our 5 a day to support the capacity for critical and independent thought, as pupils give their opinions on selected pieces of music. Pupils are encouraged to foster their emotional life and express their feelings through playing and singing. Pupils form and maintain worthwhile and satisfying relationships working as a whole class ensemble using ukuleles or paired work when using keyboards.</p> <p><u>Moral Development:</u> Pupils learn to listen and respond appropriately to the views of others, when discussing a piece of music or a performance. Pupils are taught how to respect for the environment by learning how to act respectfully as an audience and how to treat equipment.</p> <p><u>Social Development:</u> Pupils are taught an understanding of individual and group identity by respecting our own musical preferences and celebrating our unique voices. Pupils are given opportunities to act as responsible leaders and role models when they work towards a small group performance.</p>

		<p><u>Cultural Development</u> In Year 8, pupils are encouraged to listen to black musicians during Black History Month as part of their ILO. When studying the Blues, we explore the origins and why Blues music has had an impact on the music that we listen to today. In many schemes we listen to and learn music by a wide variety of music from different historical periods and great composer such as Bach, Beethoven, Mozart, Schumann and Brittain.</p>
9 Music	Music for film Variations project	<p><u>Spiritual Development:</u> In year 9 pupils are encouraged to listen to each other's work they have composed using music software and celebrate the pieces they have created as well as giving suggestions for improvement. Pupils develop their capacity for critical and independent thought by making creative choices about their compositions.</p> <p><u>Moral Development:</u> Pupils learn to listen and respond appropriately to the views of others, when discussing a piece of music or a performance. Pupils are taught how to respect for the environment by learning how to act respectfully as an audience and how to treat equipment.</p> <p><u>Social Development:</u> Pupils are taught an understanding of individual and group identity by respecting our own musical preferences and celebrating our unique voices. Pupils are given opportunities to act as responsible leaders and role models when they work towards a small group performance.</p> <p><u>Cultural Development:</u> In Year 9, pupils are encouraged to listen a diverse range of composers as part of their ILO. When studying the film music, we explore the how pre-existing works from great composers were first used in early cinema and pupil's research suitable pieces for a given scene. In many schemes we listen to and learn music by a wide variety of music from different historical periods and great composer such as Bach, Beethoven, Mozart, Schumann and Brittain.</p>
10 / 11 Music	<p>Component 1: exploring musical styles</p> <p>Component 2: developing musical skills</p> <p>Component 3: responding to a brief</p>	<p><u>Spiritual Development:</u> In Year 10&11, pupils are encouraged to work together in small ensembles do develop their musical skills. Pupils develop their capacity for critical and independent thought by making creative choices about their compositions. Pupils need to give each other feedback as part of the development process.</p> <p><u>Moral Development:</u> Pupils learn to listen and respond appropriately to the views of others, when discussing a piece of music or a performance. Pupils are taught how to respect for the environment by learning how to act respectfully as an audience and how to treat equipment. As part of the development process in C2, pupils complete a SWOT analysis before they begin their projects, in which they identify possible setbacks and to plan suitable solutions.</p> <p><u>Social Development:</u></p>

		<p>Pupils are taught an understanding of individual and group identity by respecting our own musical preferences and celebrating our unique voices.</p> <p>Pupils are given opportunities to act as responsible leaders and role models when they work towards a small group performance.</p> <p><u>Cultural Development:</u> In Year 10, pupils explore four different musical styles and genres, including context of the style. The genres studied are samba, Delta blues, British Invasion music of the 1960's and disco.</p>
7/8/9 drama	All schemes	<p><u>Spiritual Development:</u> Pupils build up their self-esteem through rehearsing and performing in front of a live audience.</p> <p>Pupils are given practical and written questions as part of our 5 a day to support the capacity for critical and independent thought, as pupils give their opinions on how to respond to a piece of drama.</p> <p>Pupils are encouraged to foster their emotional life and express their feelings through playing and singing.</p> <p>Pupils form and maintain worthwhile and satisfying relationships working as a whole class ensemble using ukuleles or paired work when using keyboards.</p> <p><u>Moral Development:</u> Pupils learn to listen and respond appropriately to the views of others, when discussing live performance.</p> <p>Pupils are taught how to respect for the environment by learning how to act respectfully as an audience when other group members are performing.</p> <p><u>Social Development:</u> Pupils are taught an understanding of individual and group identity by respecting our own creative ideas.</p> <p>Pupils are given opportunities to act as responsible leaders and role models when they work towards a small group performance.</p> <p><u>Cultural Development</u> In all schemes, pupils watch live performances from a range of different theatre styles.</p>
10/11 drama	All units	<p><u>Spiritual Development:</u> Pupils build up their self-esteem through rehearsing and performing in front of a live audience.</p> <p>Pupils are given practical and written questions as part of our 5 a day to support the capacity for critical and independent thought, as pupils give their opinions on how to respond to a piece of drama.</p> <p>Pupils are encouraged to foster their emotional life and express their feelings through playing and singing.</p> <p>Pupils form and maintain worthwhile and satisfying relationships working as a whole class ensemble using ukuleles or paired work when using keyboards.</p> <p><u>Moral Development:</u> Pupils learn to listen and respond appropriately to the views of others, when discussing live performance.</p> <p>Pupils are taught how to respect for the environment by learning how to act respectfully as an audience when other group members are performing.</p> <p><u>Social Development:</u></p>

		<p>Pupils are taught an understanding of individual and group identity by respecting our own creative ideas.</p> <p>Pupils are given opportunities to act as responsible leaders and role models when they work towards a small group performance.</p> <p><u>Cultural Development</u></p> <p>In all schemes, pupils watch live performances from a range of different theatre styles.</p>
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Department – DT/Graphics

Year Group	Unit of Work	Further Detail
7	<p>Fabrics</p> <p>Chocolate moulds</p> <p>Smart Materials</p> <p>Onshape</p>	<p>Pupils explore how fabric waste effects our environment and are introduced to the term fast fashion.</p> <p>Pupils continue to explore how we can reduce our waste in DT when vacuum forming. Pupils learn about natural and manufactured materials, in particular how plastic is made from oil. Pupils discuss the impact of oil spills, and the fact oil is non-renewable.</p> <p>Pupils are encouraged to always use reusable products where possible and this links to how their chocolate mould is re-usable.</p> <p>Culture - Pupils discuss the design brief and how some people do not celebrate Christmas, however, do celebrate different holidays. Pupils choose to design and make either a Christmas or winter chocolate.</p> <p>Pupils look at smart technology and how it can and is being used in health care to support patients. This shows pupils how technology can be used in a positive way. We also look at GPS tracking in a ski jacket and the positive of this. Pupils discuss the possible dangers of GPS tracking.</p> <p>During Onshape, pupils understand how to world and workforce is rapidly changing. Pupils understand what PLA is and the difference between renewable and non-renewable is revisited as PLA is plant based.</p>
8	<p>Architecture</p> <p>Onshape</p> <p>Bridges and Wind Turbines</p>	<p>Pupils look at a range of different architecture from different time period, different cultures and different countries. Pupils gain an understanding of how a culture and location inspires design.</p> <p>The difference between renewable and non-renewable is revisited as PLA is plant based. Discussions based on the future of 3D printers and how they have been used inappropriately in some cases.</p>
9	Pewter Casting	<p>Pupils explore nature as their inspiration and take primary photographs to inspire their designs. Pupils use the casting process and in pewter casting it is highlighted to pupils that there is no waster</p>

	LED Lighting	<p>due to the fact pewter can be re-melted multiple times. Pupils again link this to the environment.</p> <p>Pupils bring in an old USB wire from home which we re purpose into a LED light using soldering. Pupils discuss waste and how electrical components can re used.</p>
10 DT	BAE Comp/ MOCK NEA Disassemble and model making	<p>Pupils look at design movements from around the world at different time periods. Pupils also look at a wide range of different designers to discover what they like and dislike.</p> <p>Pupils look at a range of products that are now considered outdated to analyse how technology has developed. Pupils disassemble children’s plastic toys to discover what is actually inside them, this allows discussions on quality manufacturing and whether products be recycled?</p>
11 DT	NEA Exam prep	<p>Pupils conduct primary research on the world around them. Pupils investigate past and present designers for inspiration. Pupils must consider people and the environment in their annotations of their design ideas and models. For pupils’ plans of manufacture, they must comment on the effect their product will have on the environment and how they plan to reduce any negative effects.</p> <p>Pupils cover the following topics:</p> <ul style="list-style-type: none"> • The 6 R’s • Renewable and non-renewable materials • Renewable and non-renewable energy generation • Travel miles of products • Types of manufacturing and over production • Deforestation • New and emerging technology and it’s effect on people, culture and society.
10 Graphics		
11 Graphics		

Department – Primary provision

Year Group	Subject	Further Detail
All Primary phases	The Big Question	Weekly questions with an SMSC focus are posed to the pupils and are discussed as a class. Pupils will complete an activity related to the topic to demonstrate understanding.
All Primary phases	English	<p>Class novels will be based on a range of authors from different backgrounds. They will also link to curriculum areas such as History, PSHE and Science.</p> <p>Some may pose moral dilemmas which children will have the opportunity to discuss and debate.</p>

All Primary phases	Science	Scientists from a range of backgrounds and countries will be studied and their scientific achievements celebrated.
All Primary phases	History	Elements of British and world history will be studied and the impact on Britain will be discussed and debated by children. Children will learn about a range of historical figures, from a range of cultures and backgrounds and their impact on Britain will be
All Primary phases	Geography	Comparisons between countries and cultures will be studied as well as how the British landscape has changed over time and the cultural impact that has had.
All Primary phases	Art	Artists of different backgrounds and cultures will be studied, and children will learn a range of techniques to create their own artwork.
All Primary phases	RE	Pupils will learn about a variety of religions – including their practices and cultures.