

Year 10 SMSC

Subject	Spiritual	Moral	Social	Cultural
English	<p>In their study of a Christmas Carol pupils explore the true spirit of Christmas as well as Pagan beliefs about this time of year.</p>	<p>Moral questions arise in the initial study of DNA where pupils learn about a group of teens who kill an individual and the lengths they go to in order to protect themselves. Pupils are encouraged to question and explore this decision. Ideas about war and the moral problems that come with this are explored in some of the Power and Conflict anthology poems.</p>	<p>When studying Macbeth pupils learn about Jacobean England and how in this society there were different views on gender, monarchy and the supernatural. In A Christmas Carol pupils are presented with ideas about the impact of social responsibility and social attitudes towards those in poverty.</p>	<p>Poems from the Power and Conflict anthology (Checking Out Me History, Kamikaze and Tissue) presents pupils with the chance to explore ideas from cultures.</p>
Maths	<p>During KS4, pupils develop deep thinking and question the way in which the world works, which promotes the spiritual growth of our students. Teachers are sensitive to students' individual needs, backgrounds and experience. The department aims to give all students an appreciation of the richness and power of maths. Maths in Nature is embedded in Sequences, Patterns and Symmetry in Key Stage 4.</p>	<p>In KS4, Moral education concerns the use and interpretation of data that is becoming more prevalent in society. Pupils are given the opportunity to be aware of the use and misuse of data in all issues including those supporting moral argument. Through real life contextualized examples in Mathematics, pupils can apply their findings from statistical investigations to make a moral decision or judgment. Considering bias in data collection is a key component in data handling activities (e.g. race, age, gender). Looking at gambling through probability and high interest</p>	<p>Pupils are given opportunities to develop their reasoning skills by explaining concepts to each other in class and group discussions. The importance of encouraging pupils to respect each other's opinions and ideas is made clear in Maths lessons. Mathematics also allows children to apply their own intuitive feelings and check these against what they have learnt in order to make more sense of the world. Self and peer reviewing are very important processes to enable pupils to have an accurate grasp of where they are and how they need to improve.</p>	<p>Mathematics is a universal language with a myriad of cultural inputs throughout the ages. The ability to use exchange rates for foreign travel are also important life skills students will learn. The skills of analysing data are taught from Year 9 to Year 11 to enable students to make sense of vast amounts of data available in the modern world around them.</p>

Maths (cont.)		Payday loans also provide stimuli for moral debate.		
Science	Pupils consider the effect of our actions, diets and understanding on our physical health. They explore disease, its causes and the choices available to us to control some of these diseases.	Students learn the effects of ionising radiation on biological tissue. They consider the use of radiation in medicine to treat cancer. In discussing radiocarbon dating of rock they may discuss the origins of the universe.	Throughout the course students are encouraged to examine the impact of technological developments, Scientists peer reviewing work and the work of global communities in providing a healthier environment in which plants and animals can live.	Science aims to provide students with information and ideas that they can apply directly to their own lives and the communities in which they live. As they grow into the adults that they will become, Science will assist students to make informed decisions about their lifestyle in the future.
Art	Respect for others' feelings, learning about themselves and their imagination. Encouragement of creativity and reflection on experiences.	Recognise and develop the ability to apply understanding of right and wrong to self. Understanding consequences to actions, through experimentation and investigation.	Use a range of social skills, working with others. Understanding ideas, communities and differences on a number of different levels.	Understanding and appreciating a wide range of cultural differences and appreciating how these enrich our lives.
Food	Students learn to respect religious beliefs through food choice and accommodate vegetarian diets. Using imagination and creativity, students reflect and evaluate the dishes they have produced.	Students develop an appreciation of morality through learning about the impact of ethical choices in food production. They will compare and contrast the impact of Fairtrade and local produce.	Students will listen to their peers as they work in teams to evaluate the products that they have made. Students cook food to take home and share with others. Students will visit Swale Skills Centre to evaluate a professional kitchen.	Students learn about foods from around the world. In so doing they will develop respect for religious beliefs and food requirements of many cultures. They will consider meat alternatives. Coursework tasks: international cuisine.
DT		Pupils study the sustainability issues and ways of minimising the environmental impact of material processing and manufacture.	DT actively encourages girls to use equipment and processes that have been traditionally male dominated to promote gender equality.	Students investigate how manufacturing is used in different countries and its effects. Studying iconic products, buildings etc. for inspiration.

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Drama	Through various scripts and devising units, they develop their use of imagination in their learning. Students learn to empathise with others, by taking on various roles. They are required to reflect on their own life experiences when experimenting with various characters.	Exploring morals in the Blood Brothers contemporary unit, Macbeth classical unit and through theatre in education. The pupils begin to appreciate others when playing various roles. They explore moral issues during theatre in education scripts. They begin to understand right from wrong, by experimenting with forum theatre.	Drama promotes key social skills, including communication, confidence, cooperation and teamwork. The students regularly refer to their role within the school, local and global community. Schemes of work involve working as part of a group, which supports them in their own lives.	Throughout the script and devising schemes of work, the pupils explore and appreciate a wide range of cultural influences which shape their own heritage and that of others. They explore different types of theatre and genres, while working within mixed ability and cultural groups.
MFL	Within French language, students express knowledge of, and respect for, different peoples' faith, feelings and values. For example, festivals, traditions and food.	Students study Green issues and so gain an understanding of the consequences of human and personal behaviour.	Through the French language, students reflect upon family relationships and friendships.	Students will understand and appreciate the differences between French and British culture regarding food, school and music.
Geography	Students will understand the conditions some poorer people live in within an NEE or LIC. They will understand what challenges people face in a megacity - e.g social, economic, environmental. To understand what the suggested solutions are for the challenges experienced.	Students will understand how people in urban areas can live in a sustainable way. They will learn to understand that there is an uneven distribution of resources around the world - this impacts the rich and the poor differently. In so learning, they will understand that places around the world do not have the same access to food supplies. What can be done to even up this imbalance? Students will study a number of strategies that	Students will understand how urban areas change over time - the impact this has on the economy and the people within the area. They will understand that there are social inequalities in a city in the UK. Students study the way that people live in a developing country - moving from LIC to NEE. They appreciate how developments can alter people's quality of life. To understand that despite economic growth some countries still require aid.	Students gain an understanding that people around the world live in various states of development. They will appreciate the difference between quality of life and standard of living knowing that many people live in poverty. Students will study the various ways that the imbalance in the world could be redressed.

Geography (Cont.)		could be used to help improve food supplies.	As students study, they understand that the UK has experienced changes over time in terms of the economic sector. How these changes impact what jobs people do. In studying these concepts, students will know that improvements made to roads, rail, ports and airports can impact people and the economy and can comment on the UK position economically around the world.	
History	Persecution in Nazi Germany is explored in Paper 3. We sensitively explore the persecution of minorities to highlights aspects of human behaviour that affect all societies, such as the susceptibility to scapegoating and the belief in a master race.	Our Y10 Crime and Punishment scheme of work provides an opportunity for pupils to learn about the British law and attitudes towards crime. For example, pupils question the morality of the death penalty and discuss ethical issues such as abortion and hate crimes	Pupils will be encouraged to build up their own social development through collaborative and team working activities. When possible In Y10, pupils can attend a trip to London where they attend a Jack the Ripper guided tour to link to their Paper 1 study	With the development of a criminal system, students gain knowledge of Britain's democratic parliamentary system and its central role in shaping our law and order today.
ICT	Students study and explore issues surrounding driving questions such as, 'Should we be intervening in cyberbullying and punishing those who participate more harshly'?	Students study and explore issues surrounding driving questions such as, 'When does photo editing become unethical? What do we need to consider when creating graphics that will be shared with the public?'	Students study and explore issues surrounding driving questions such as, 'Social media addiction: does it exist? Is it dangerous? Should we be doing more about it?'	Students study Web-filtering e.g. Great Firewall of China / North Korea and assess the implications for modern society.

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Psychology	Pupils have the opportunity to consider and discuss questions relating to all aspects of their development such as their personality, gender, behaviour, thoughts and beliefs and how they contribute towards the way they behave in certain situations.	Pupils are encouraged to apply their own beliefs to a range of ethical and psychological issues, debates and controversies, and to hear other pupils' opinions to develop a range of balanced view points	Pupils learn to respect and understand different human behaviours. Throughout Psychology pupils are led to work in different groupings, encouraging pupils to accept one another and learn to work alongside each other as a team. There is an explicit opportunity to explore British values and the nature of a democratic society within the teaching of Social Psychology, and in particular with reference to the authoritarian personality and use of the 'Facism Scale'	pupils investigate human behaviour in different cultures. They develop their understanding of and respect for the different influences people have and the effect it may have on their behaviour. The memory module provides a good opportunity to become aware of how cultural expectations can distort our perception and memory for events.
Values	Students study the religious views their implications surrounding issues such as abortion and euthanasia. All studies require students to display empathy for others' opinions.	Students study the moral codes of Coach Carter and the implications for students as they study today. Students discuss the moral issues surrounding euthanasia and abortion law. Students link topics to global issues throughout the year	Students consider the issues surrounding child labour and fair trade including the implications for individuals and communities. Effective money management is designed to assist students as they begin to consider life beyond school.	All subjects studied in Values lessons take into account the diverse cultures that exist both locally and globally. These are considered carefully as we study the effects of Globalisation and global issues.
Music	Component 1- Exploration of Music Styles. Pupils in year 10 will show spiritual development through deepening their knowledge and exploration of a wider variety of genres. They will show respect and empathy to different faiths and how they	Component 1- Through the exploration of different musical styles and techniques, pupils will explore the backgrounds and developments of different music. For example they will explore the political oppression in Jamaica	Component 1- Through a range of collaborative workshops and rehearsals and performances, pupils will continue to build their resilience and develop their social skills having to communicate with their peers and staff in order to produce a quality musical product.	Component 1- Continuing with the exploration of musical styles the appreciation of different cultures and their influences that they have on music and the culture surrounding these musics.

Music (cont.)	appreciate music. As well as being able to reflect and make judgements on how that impacts them.	developing their judgements on what is right and wrong.		
Child Development	<p>Unit 2 - Supporting areas of development topic- Students focus on how to support emotional development of children and encourage empathy, respect and inclusive play. Celebrating individual needs is also included in this topic</p> <p>Factors affecting development - impact of love and interaction (or lack of) is explored and linked to a child's holistic development, making links to how the EYP (early years practitioner) can support and provide role models.</p>	<p>Unit 2 - Supporting care needs and routines topic- work focuses on care routines and explores different family cultures / routines and how to incorporate into the early years setting. Inclusive practice is embedded in the work completed on how the worker can support key transitions and care routines</p>	<p>Unit 2 - Supporting areas of development - social development from 0-5 is covered and includes how EYP provides role model support. Equality of provision is also taught by exploring working with parents to ensure individual needs are met.</p> <p>Supporting care needs/routines - Incorporation of religious / dietary preferences during weaning, snack and meal times are covered.</p> <p>Throughout Unit 2, there is a strand about promoting overall well-being of children through activities and care routines. This includes safety, health and comfort, linking to the creation of shared community respect and valuing individuals.</p>	<p>Unit 2 - Factors affecting development. The topic looks at how factors like income, education and out of school experiences can enhance PIES development. It also considers the role of the EY setting to create opportunities to explore nature, be creative and use imagination to develop knowledge and understanding.</p> <p>Observations topic - while teaching different observation methods, the unit also provides opportunities to develop play opportunities based on observations which links to providing a range of cultural opportunities.</p>

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PE	<p>In PE pupils learn spirituality through learning of key topics. Pupils develop a sense of enjoyment and fascination in learning about themselves, others and the world around them through core PE and examined PE. Pupils are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their experiences. Individual Performances in dance/gym – creativity/freedom develop students' performance within criteria. Expressing personal, emotional and spiritual concepts. Experiencing different roles and positions in sports and teams e.g. as leaders or coaches and therefore students feel the different emotions with the roles.</p>	<p>Pupils are taught to be a 'good sport' and follow key rules. Pupils are taught the importance of being fit and healthy and the impact this has on society as a whole. Pupils are challenged to increase their personal fitness and know the role in society of being healthy and active and free from illness/disease. Developing understanding of rules/laws of games/sports and linked to community from school, students are taught to respect and understand the needs of pupils from different communities. Sportsmanship and etiquette are key parts to lessons. Here, students learn how to lose and how to win in the correct manner. Conditioned games allow students to adapt to new rules, respect officials and their decisions, including pupil officials. In CNAT- pupils learn about the role sport plays in promoting values. Updating the PE information board to provide the latest news/sporting updates seeks to provide further evidence of moral codes of PE</p>	<p>Social skills are developed as students; Communicate with each other throughout the lesson. Enter intercommunity competitions promote competitiveness amongst the school communities. Participate in leadership, warm ups, captains, tactical input providing direct socialising with other pupils. Are given freedom to choose activities when leading warm-ups (as long as safe and effective) encouraging social interaction with others. Decide upon tactics/formations, these are decided in teams and demonstrate the ability to listen and share opinions. Updated PE information board – latest news/sporting updates encourages communication Pupils work together in every single lesson. Are challenged to give 100% in lessons, no matter the topic. In CNAT and BTEC pupils are given the opportunity to work with primary schools to develop social skills as leaders and coaches.</p>	<p>Students are encouraged to develop qualities associated with cultural values as they; Identify and discuss origins of sports from different cultures. Play fixtures against other schools and understand and respect these different school cultures. Play in teams of differing abilities within activities and so are inclusive (LSA) Display respect for officials and the differing roles within sport. Understand the consequences of actions towards others. Adapt activities for religious reasons if required. Learn dances from different cultures. In CNAT pupils learn about barriers to exercise for different types of populations. Update of PE information board provides latest news/sporting updates encouraging equality of access to information.</p>

PE (cont.)			PE in Year 10 allows time for focus group discussions on lesson objectives/exam questions and outcomes as well as listening to other people's opinions and providing feedback.	
Dance	<p>Pupils cover a range of dance genres in dance (For example Indian dance, contemporary, jazz and African) When looking at different cultural dances pupils look at elements of other people's faiths, feelings and values.</p> <p>I have found pupils have enjoyed learning about other cultures and styles that are not the 'Norm'.</p> <p>Dance is a very creative subject, where pupils are given the opportunity to be imaginative and experiment with different ideas for choreography.</p> <p>A skill that is always encouraged and developed in dance, is the use to reflect on one's own and peers strengths. Pupils regularly give verbal feedback and keep a logbook of strengths and targets.</p>	<p>Self discipline is a key part in dance and is often referred to in lessons. Pupils have to understand what it is to demonstrate continuous self discipline for example, correct kit, socks off, no jewellery and come to class focussed, avoiding distractions.</p> <p>Pupils learn how to watch and appreciate live and record performances with a level of respect.</p> <p>When participating in curricular and extracurricular activities, pupils are expected to participate, adhering to the 'rules of the studio'.</p>	<p>To participate in dance you gain and develop a range of social skills. The biggest example of developing social skills is being able to work in groups to create choreography. Pupils do not always work with their friends, teachers will encourage pupils to mix and work with others from different religions, ethic and social-economic backgrounds. Pupils show a willingness to participate in a variety of social events for example dance shows, performing in assembly and performing a flash mob. Dance ambassadors support within the department and help with leading dance clubs and the running of shows. Pupils are aware that attendance and engagement is very important in dance. They do not want to be seen as letting their peers down in group work. Pupils are taught to demonstrate skills and attitudes that allow them to</p>	<p>Pupils cover a range of dance genres in dance (For example Indian dance, contemporary, jazz and African) When looking at different cultural dances pupils look at elements of other people's faiths, feelings and values. Pupils show willingness to participate in a range of styles from different cultures. They respond positively learning about different musical and cultural opportunities. Pupils show respect for the different faiths and cultural diversities.</p>

			participate fully and this also encourages others and consequently builds on overall confidence.	
Animal Care	Social responsibility to consider the life of what we are eating and be thankful for the food it has given us. Showing thanks in the high welfare standards and care that we give our animals.	Teaching and understanding of the Five Animal Welfare Needs and their importance in raising livestock or keeping animals. Correct handling procedures and protocols lead to pupils understanding the ethics of why we need to restrain animals.	Animal husbandry across countries and within our own realm are analysed to show the high welfare standards we have for animals in the UK and the importance of protecting that welfare	Animal husbandry across countries and within our own realm are analysed to show the high welfare standards we have for animals in the UK and the importance of protecting that welfare