

## Year 9 SMSC

Subject	Spiritual	Moral	Social	Cultural
English	The Dystopian unit explores fiction which presents pupils with the chance to consider ideas about faith and how these structures impact society. In Cultural Poetry pupils learn about some spiritual beliefs in other cultures such as Maori.	The Dystopian unit explores a range of moral dilemmas such as scientific developments, life and death, organ donation and segregation.	Pupils consider a range of social issues in a unit exploring speeches where they look at how ideas about society are conveyed through methods. Dystopian Fiction teaches pupils about the different ways societies and communities are structured and organised.	Cultural poetry is studied to explore a range of ideas about these places and their views towards certain topics.
Maths	Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. In maths lessons students are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them. Examples of the spiritual development in mathematics include investigating Fibonacci and its links to nature.	The department encourages the students to develop self confidence within mathematics, and to build their self-esteem within the subject. Interest and borrowing money - the morality of interest rates, as well as looking at the impact of debt.	Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable students to have an accurate grasp of where they are and how they need to improve.	History behind Pythagoras Theorem – Roots of maths in a variety of cultures. Fibonacci in nature all allow the cultural roots of mathematics to be discovered.
Science	Students study the nature of life and the interaction of forces in the creation of the universe. Naturally, extensions of ideas encourage students to consider the creation vs evolution	Students consider the responsibilities of the human race when considering alternative energy; Climate Change. Specific fertility treatments allow students to consider global populations and	Students study timelines of the developments of atomic structure. This highlights the ways in which the scientific communities work together to compare and refine ideas as technology advances	Equipping pupils with the relevant knowledge to help them make informed decisions about their lifestyle in the future.

Science (cont.)		the pressures that this poses on food and waste disposal. Contraception and the empowerment of women to make choices about contraception and their own bodies.		
Art	Students develop respect for others feelings and learn about themselves as they express ideas through imaginative art. . Art encourages creativity and reflection on experiences.	Students recognise and develop the ability to apply understanding of right and wrong to self. AS they study and express their understanding through art, they develop an understanding of consequences of 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.	Through art, students understand and appreciate a wide range of cultural differences and appreciate how these enrich our lives.
Food	Students learn to respect religious beliefs through food choice. They accommodate vegetarian diets. Using imagination and creativity they reflect upon and evaluate dishes they have produced.	Students are taught to make ethical choices in food production. The impact of using local produce and fair trade on the economic stability of communities.	Teamwork activities allow students to make products in pairs or groups. Cooking food to take home and share with others. Projects e.g. afternoon tea/designing nutritious ready meals	Students learn about foods from around the world. In so learning they are demonstrating respect for alternative cultures and religious beliefs ( perhaps of students who have not grown up in the UK.
DT		Students study the idea of Copyright and trademark law. In their work discussing and assessing risks, they learn to consider the safety of others with the use of Personal protection equipment. They study BSI, COSHH and British Health and Safety Standards.	Within resistant materials: Social Moral Spiritual and Cultural (SMSC) beliefs considered when designing a product. Non-gender biased products are designed.	Individual choices of: Materials, processes, skills. Ideas & development. Students learn that artists and designers considered are influenced by cultural influences.

Subject	Spiritual	Moral	Social	Cultural
Drama	Through various scripts and devising units, students develop their use of imagination in their learning. They 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 Themes and Issues scheme of work and in 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 pupils 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	Students develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.	Through language, students understand the consequences of their behaviour and actions in regard to caring for the environment including pollution, climate change and threats to the natural world. Students develop interest in investigating and offering reasoned views about moral and ethical issues such as recycling, littering and meat eating.	Through language, students show mutual respect and tolerance of those with different beliefs such as vegetarianism and veganism.	Students learn and understand different countries' views on environmental issues.
Geography	Pupils consider the way that people live in terms of large cities around the world. Pupils consider how people feel about development within desert environments.	Students consider whether it is right that tropical rainforests and hot desert environments are being developed? How are people in countries of a different development level impacted by tectonic events?	The impact of earthquake events on the people within the affected zone is established. What is the response to natural hazard events? Are extreme weather events becoming more frequent in the UK? What impacts do weather events have on people?	How are the tribal people having to adapt to developments in the hot desert? To understand how people in different countries react and respond to earthquake events.

<p>Geography (cont.)</p>	<p>Pupils consider the feelings and emotions when responding to an earthquake event. How do people respond to the threat of tectonic activity?</p>		<p>Students also consider changes in the way of life for some desert and rainforest tribes. How are people affected by natural hazard events? How do people</p>	<p>How do certain cultures respond to tectonic events? For example Japan and Nepal. How do certain cultures respond to tectonic events? For example The Philippines.</p>
<p>History</p>	<p>Persecution, whether that be of races, religions or genders, is explored in term 3. We sensitively explore the atrocities of the Holocaust, a statutory element of the National Curriculum to demonstrate the fragility of society, the dangers of prejudice and the antisemitism that fueled the Holocaust</p>	<p>Moral issues are a central part of many schemes of work within History. Students learn about sensitive historical issues and are encouraged to offer reasoned opinions about these events while respecting the sensitive nature of such.</p>	<p>Students are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in with a particular focus on the impact of extreme ideologies.</p>	<p>Developing a better understanding of our multicultural society through studying links between local, British, European and world history, especially decolonisation and migration to Britain.</p>
<p>Child Development</p>	<p>Nature versus Nurture factors affecting development - we explore how love/interaction and abuse/neglect can affect development. Exploration of how religious beliefs can also affect holistic development Learning through play topic - students explore how children learn by exploration, awe and discovery activities that are planned and implemented to support child's holistic needs</p>	<p>Equality and diversity topic - does equality mean treating children the same? Pupils begin to develop understanding of concepts of equal opportunity, inclusive practice, prejudice and impact on children. Responsibilities of the work is explored and linked to key legislation</p>	<p>The teaching of social norms to children is explored through role modeling and how to support children's learning of social skills. They learn to support emotional development through empathy and teaching children how to manage feelings.</p>	<p>In the Learning through Play topic as well as the Holistic development topic, students discuss a range of cultural variations and how to support in settings. Diversity of play opportunities is covered through indoor and outdoor play.</p>

Subject	Spiritual	Moral	Social	Cultural
ICT		Students consider moral issues which could affect their own lives online. For example Computer Science and Morality: What information can we consider to be private and who owns data? e.g. photographs uploaded to social networks often legally become the property of the website. At what stage can private information like this be used and for what purposes?	Students debate topical issues to develop their understanding of social issues. THes include answering questions such as; Social media addiction:Does it exist? Is it dangerous? Should we do more about it? How could trolling affect people’s lives?	Web-filtering e.g. Great Firewall of China / N. Korea, its effects of privacy and access to free flowing information
Values	Students explore the core values of empathy and respect for religious beliefs as they study the issues surrounding sex before marriage, the use of drugs and alcohol and extremism.	Throughout the Values curriculum Ethical Issues affecting individuals in our society are discussed. These include Drugs and Alcohol the issues surrounding consent and Extremism.	Linked throughout the strands of learning are lessons related to careers. These are carefully chosen to reflect the local labour market, apprenticeships and further education.	Within all contexts and issues that we study, cultural ideas and influences are discussed with empathy.
Music	Pupils will begin to deepen their understanding of music. They will begin to appreciate how music has the ability to change and influence people's opinions and actions. Pupils are encouraged to explore a wide variety of music and be empathetic to a range of musical styles and cultures. Pupils will also be allowed the chance to be creative and share ideas through compositional tasks and performing opportunities.	Pupils will show understanding and empathy towards a variety of different music styles. They will explore some of the moral issues which are within different music styles and some of the negative connotations this could have on different types of music. Especially within difficult periods of history.	Pupils will be encouraged to build independence in year 9, with more ensemble based tasks and rehearsal opportunities. This will also develop their resilience and critical understanding through music listening, performance and composition.	Throughout KS3 pupils have been building their cultural understanding through the exploration of different musical styles. This continues in year 9, with the exploration of Dance Music, Music for film and the impacts that these have not only on western music but world musics as well.

<p>Business (years 9-13)</p>	<p>The different spiritual beliefs of people play a key role in business planning. Pupils are made aware that these beliefs need to be considered when bringing out new products due to the response they might get from people with different beliefs. This then gives the pupils the chance to use problem solving skills to work out ways which products could be adapted for people of different beliefs, to make them more successful.</p>			<p>Different cultures have different ways of working and different beliefs that they need to follow. Businesses can be multinational and pupils learn about how these are considered when trading with businesses in different cultural backgrounds. Pupils look at the media and advertising and how different beliefs can impact on the ways products are advertised and indeed what products can be advertised.</p>
<p>PE</p>	<p>Exam 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 exam 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 expressing personal, emotional and spiritual concepts. Experiencing different roles and positions in sports and teams e.g. as leaders or coaches and</p>	<p>Pupils are taught to be a 'good sport' and follow key rules. Sportsmanship and etiquette are key parts to lessons. Pupils learn how to lose and how to win in the correct manner. When participating in curricular and extracurricular activities, pupils are expected to participate, adhering to traditional values of fair play and sportsmanship. Within conditioned games students adapt to new rules and develop respect for officials and their decisions including pupil officials Updating of PE information board with the latest news and sporting information</p>	<p>Social education involves pupils having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Pupils are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and teamwork. Students learn leadership skills during warm ups, captains provide tactical input and students choose teams and develop the ability to listen to their peers and share opinions, working together in every lesson. These activities involve socialising with other pupils Updating of PE information board with the latest news and sporting</p>	<p>Students identify and discuss origins of sports from different cultures. They play fixtures against other schools and understand/ respect the different school cultures. Differing abilities within activities encourage inclusivity (LSA) and respect for officials. Through PE, students understand the consequences of actions towards others and adapt activities for religious reasons if required. Students learn dances from different cultures.</p>

PE (cont.)	therefore feel the different emotions with the roles. Physical literacy developed and taught throughout classes.		information develops social awareness of the PE community.	
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. I have found pupils have enjoyed learning about other cultures and styles that are not the 'Norm'. Dance is a very creative subject, where pupils are given the opportunity to be imaginative and experiment with different ideas for choreography. A skill that is always encouraged and developed in dance, is the ability to reflect on one's own strengths and the strengths of peers. 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. Pupils learn how to watch and appreciate live and record performances with a level of respect. 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, ethnic 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 participate fully and this also</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>

Dance (cont.)			encourages others and consequently builds on overall confidence.	
Animal Care	Students consider the 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.	Students are taught and understand the Five Animal Welfare Needs and their importance in raising livestock or keeping animals to ensure them the best possible life.	Students are given direction to at animal welfare and consumption, along with the social responsibility to the world and the living organisms that inhabit it	Cultural concepts, surrounding the consumption of meat and the ethical quandary attached to it.