

Year 8 SMSC

English	Frankenstein context: Students consider Religion vs Science. Gothic fiction: Is used to consider the notion of life after death.	A Christmas Carol: Students consider if people can really change? Two weeks with the Queen considers AIDS awareness.	Students explore non-fiction writing on a range of key issues in society.	English Heritage - Dickens and Shakespeare. Travel and survival writing, explore cultures/individual experiences.
Maths	The study of mathematics enables pupils to make sense of the world around them and we strive to enable each of our pupils to explore the connections between their numeracy skills and every-day life. Developing deep thinking and an ability to question the way in which the world works promotes the spiritual growth of pupils. Pupils are encouraged to see the sequences, patterns, symmetry and scale both in the man-made and the natural world and to use maths as a tool to explore it more fully.	Opportunities for pupils to incorporate various aspects of maths in real life context and apply reasoning skills. Pupils are encouraged to analyse the data and consider the implications of misleading or biased statistical calculations. Pupils need to 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.	Pupils are always encouraged to explain concepts and support each other in their learning. This helps pupils to realise their own strengths and gives them the sense of achievement. Overtime pupils become more independent and resilient learners.	Various approaches to mathematics from around the world are used and this provides the opportunities to discuss their origins. Comparisons of currency and costs via the use of exchange rate is the example of important life skills pupils will learn.
Science	Students learn how religions affect lifestyle and diet. The effects of lifestyle on obesity They discuss the ethics of screening embryos for disease and gender and discuss the issues surrounding sexual consent.	Students further discuss alternative energy sources. The implications for climate change and how we can as a society change our behaviours to reduce it.	Students further learn the importance of peer review and technological developments in science and technology. Students consider examples of countries working together to enhance scientific developments for the benefit of many.	Students study models of the solar system. Concepts study Equip pupils with the knowledge to help them make informed decisions about their lives and the communities in which they live. Students consider international agreements which influence climate change.

Subject	Spiritual	Moral	Social	Cultural
Food	Students learn to respect religious beliefs through food choice. Students learn to accommodate vegetarian diets. Using imagination and creativity they reflect upon and evaluate dishes they have produced.	Basic classroom rules and expectations allow students to develop respect for each other's ideas and culinary tastes	Teamwork activities in which students make products in pairs/groups. Cooking food to take home and share with others increases social awareness and skills.	Lessons teach students about foods from around the world. Respect for religious beliefs are emphasised when describing dishes with no meat/meat alternatives. Students share experiences with pupils who may not have grown up in the UK. Students complete a homework project on British Food.
DT	Students study British Health and Safety regulations	Group feedback and pupil voice is used to	Students learn respect for each other's work and equipment. Social, Moral, Spiritual, and Cultural (SMSC) beliefs considered when designing a product. Non-gender biased products designed.	Creating choices through scaffolding at the beginning of projects allows all students to take part in activities.
Drama	Students use imagination in their learning. Through role play, they learn to empathise with others. They are required to reflect on their own life experiences when experimenting with various characters.	Exploring morals in the script "Our Day Out". Pupils appreciate others when playing various roles and through the script, to identify right from wrong and explore moral issues during the script.	Drama promotes key social skills, including communication, confidence, cooperation and teamwork. 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 students as they develop their own moral code and grow into the adults that they will become.	Throughout the script and devising schemes of work, pupils explore and appreciate a wide range of cultural influences which shape their own heritage and that of others. They are working within mixed ability and cultural groups.

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MFL	Pupils have the opportunity to learn and reflect about different festivals and how they are celebrated in France in comparison with Britain. They gain an ability to be reflective about their own beliefs and perspective on life and develop enjoyment from learning about the world around them.	Students ability to understand and appreciate the viewpoints of others are explored through the media of the French language	Use of a range of social skills in different contexts, for example working and socialising and sharing experiences (in French) with other pupils including those from different cultural and socio-economic backgrounds.	Understanding and appreciating the French culture in regards to food, sports, television programmes and countries that speak French.
Geography	Students continue to consider the way people continue to live, when there are so many barriers to be able to improve quality of life and standard of living.	Students consider differences in how different people live. How poverty can impact people. How issues of poverty can be dealt with. How quality of life and standard of living can be measured and how they can affect people. Students develop an empathy towards the lifestyles of others. Consideration of how people and animals adapt to various ecosystems and why they need to adapt allows students to consider survival in extreme environments.	Students look at the stages of development of many countries in the world and the impact this has on its people. Pupils compare the quality of life of those people living in a megacity in a HIC/LIC and ask questions such as Is it justifiable that there are inequalities in living standards?	Students consider the quality of life and standard of living for people in a variety of countries around the world. To understand diversity within a continent students challenge perceived ideas of place and people.
History	Fostering the mystery and a sense of curiosity of how and why events in the past happened. Through our use of interpretations, we raises questions as to what could have	Events and beliefs in the past will often be at odds with what we would consider unacceptable today. Through a depth study on the role of the Empire, students will consider and reflect on moral	Social education in History encourages students to think about what past societies have contributed to our culture today; the idea of Britishness and the “Great” element of such.	Significant emphasis is placed on the chaos and barbarism that Civil Wars caused , how and why the British government has formed to be what it is today and why enfranchisement of the

History (cont.)	happened if events had had different results.	questions and dilemmas linked to colonialism, slavery and racism leading to abolition.		working class and women changed the course of political discourse.
ICT	Students consider the Digital Divide and how this affects people's lives.	Students consider unkindness online. They consider questions such as when does it become a moral responsibility to report unkindness that you experience or are aware of online?	Students learn how the increasing use of social media has an impact on our social interactions with one another?	Again, through driving questions, students consider the impact of the increasing use of technology on the way that people conduct themselves within society?
Values	Students explore the results of religious conflict (including war). They discuss the effects of positive and negative body image and how people react to various images. Aspects of positive familial relationships are discussed	Students develop moral arguments through considering questions such as: Is there such a thing as a just war? How does a positive body image affect confidence?	Students study the Media and people's perception and the influence it has over society. They learn how to manage money and finances.	Political structure is studied together with its place in developing individuals as citizens Society's perception of positive body image and how this may differ culturally.
Music	Pupils will listen to and perform in different styles of music. Pupils are encouraged to reflect on their own musical preferences and show consideration for others. Pupils will appraise and rehearse Reggae, Blues and African music.	Pupils are encouraged to self and peer assess and encouraged to give positive and constructive feedback to their peers. Pupils are taught to understand that having different musical abilities is fine and that it is right to respect one another.	Pupils work in a variety of situations. Whether this is in pairs or small ensembles. Pupils are actively encouraged to develop their communication skills and take charge of group performances. There is an expectation for pupils to take pride and ownership over their performances and group work, which in turn helps to develop their social skills.	Pupils develop their cultural understanding through listening and performing Reggae, Blues and African music. Pupils will explore how rastafarianism plays its part within Reggae music. The Blues will develop their knowledge of the slave trade and the worker songs which would be sung.

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PE	<p>Students give individual performances in dance and gym. Students exhibit creativity and freedom to develop their own performance within success criteria.</p> <p>Students experience different roles and positions in sport and teams. They have the Freedom to choose activities when leading – warm-ups (as long as safe and effective)</p> <p>Updated PE information board – latest news/sporting updates</p> <p>Physical literacy is developed and taught throughout classes.</p>	<p>Pupils are taught to be a ‘good sport’ and follow key rules. Sportsmanship and etiquette are a key part to lessons.</p> <p>Pupils learn how to lose and how to win in the correct manner.</p> <p>When participating in curricular and extracurricular activities, pupils are expected to participate, adhering to traditional values of fair play and sportsmanship.</p> <p>In conditioned games students adapt to new rules.</p> <p>Students develop respect for officials and their decisions – including pupil officials and learn to respect any decisions.</p> <p>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.</p> <p>Pupils are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and teamwork.</p> <p>Leadership, warm ups, captains, tactical input all involve direct socialising with other pupils</p> <p>Tactics/formations decided in teams develop individual ability to listen and share opinions.</p> <p>Updating the PE information board with the latest news and sporting information.</p> <p>Pupils work together in every single lesson.</p>	<p>Students Identify and discuss the origins of sports from different cultures. They develop respect for others on team/opponents/in class activities</p> <p>Different abilities within inclusive activities allow activities to be inclusive (LSA). Again, activities and differing roles within sport present opportunities for students to develop qualities of respect for officials and student understanding of consequences of actions towards others.</p> <p>Teachers and students adapt activities and dances if required showing an appreciation of different cultures.</p>