

Year 7 SMSC

Subject	Spiritual	Moral	Social	Cultural
English	Ghost Stories: Within units students explore beliefs and contexts. What comes after death? Skellig explores religion.	Noughts and Crosses: Students discuss links between the text, terrorism and segregation. Oranges in no man's land: Students contemplate justification for war.	Racial Segregation: Skellig: Students debate the issues surrounding home schooling.	Romeo and Juliet : Students consider marriage and gender. Students study poetry from other cultures.
Maths	Exploration of sequences in nature. Appreciation of constants and relationships between values, such as Pi, volumes and areas.	Mathematics lessons allow students to demonstrate a variety of methods for getting answers.	Students analyse the media through statistical analysis of charts, graphs and bias.	Opportunities are provided for pupils to learn the applications of maths in different cultures such as rangoli patterns, symmetry, tessellation.
Science	Students study how religions affect lifestyle and diet. The effects of lifestyle on obesity and the effects of climate change on the planet.	Students study alternative energy sources. Climate change and how we can reduce it. The ethics of screening embryos for disease. Issues surrounding sexual consent are explored	Students consider the importance of peer review and technological developments in medical research. Countries working together for scientific developments and enhancements.	Students learn the models of the solar system. Studies of international agreements and climate change equip pupils with the knowledge to help them make informed decisions.
Art	Students develop respect for others' feelings: Pupils consider the notion of 'self' and learn about themselves and their imagination. Art encourages creativity and reflection on experiences.	Students recognise and develop the ability to apply understanding of right and wrong to self: Understanding consequences to actions, through experimentation and investigation.	Students use a range of social skills, working with others: Understanding ideas, communities and differences on a number of different levels.	Students understand and appreciate a wide range of cultural differences and appreciate how these enrich our lives.
Food	Students respect religious beliefs through food choice: Accommodate vegetarian diets. Using imagination and creativity. Reflection: Evaluating dishes they have produced.	Students apply basic classroom rules and expectations allow students to respect each other Accommodate vegetarian diets.	Teamwork activities: Making products in pairs or groups. Cooking food to take home and share with others.	Students learn about foods from around the world: Respect religious beliefs: considering no meat/meat alternatives. Students share experiences from pupils who may not have grown up in the UK.

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DT	Encouraging creativity allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking 'why?', 'how?' and 'where?'	Respect others work and equipment: When considering the sustainability of materials used.	Photo frame Project: students design a 'your family' themed photo frame. STEM challenge days: allow working with other pupils and schools in teams. Encouraging girls to use equipment and processes that have been traditionally male dominated promotes gender equality.	Students investigate the effect of material and resource usage on different cultures. They consider English Heritage. The maze game and how it can be used to influence design.
Drama	Pupil's use of imagination in their learning allows them to empathise with others, by taking on various roles. Pupils are required to reflect on their own life experiences when experimenting with various characters.	Exploring morals throughout schemes of work. Pupils begin to appreciate others when playing various roles. They explore moral issues during theatre in education scripts. Pupils begin to understand right from wrong.	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 pupils in their own lives.	Throughout the schemes of work, the 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.
MFL	Pupils have the opportunity to learn and reflect about different festivals and national days of importance in France.	Students learn to express family relationships and opinions in different languages.	Listening to other pupils speaking in French allows respectful consideration of others. Students consider and understand the differences between French and British values and about how we celebrate cultural festivals at certain times of the year.	Provides the opportunity for pupils to watch French films (authentic materials). MFL encourages the ability to recognise and value the things we share in common such as festivals, school life, food and activities. Students understand the differences between French and British culture and show respect for each.

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Geography	Students study the culture associated with the UK. They learn to appreciate how people deal with extreme weather events. To appreciate the history of migration to the UK and the impact this has on our cultural diversity.	Students will understand the conditions some poorer people live in within different countries. They understand the challenges people face. They learn to understand the suggested solutions for the challenges experienced by others.	Students study flooding events in the UK. How people in flood hit areas are affected by the flood events. Students study what affects where people live? Migration and differences in how people live and the difficulties associated with migration.	Students Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
History	The ability to be reflective about their beliefs, religious or otherwise is a theme visited throughout KS3. For example in Year 7 there is a depth study on the role of the Church, the Reformation, the Crusades on the lives of ordinary people.	Through impartial teaching, students will show empathy for people facing dilemmas and with the decisions people in the past made and the reasoning behind these decisions; for example the violence of the Crusades as being reflective of values of the time.	History explores the similarities and differences between past and present societies and creates a sense of thankfulness for the modern world in which we live; comparing living standards and understanding of health.	Students will develop an understanding of and the ability to empathise with, people from different cultural backgrounds as we investigate the topic of migration and “the first” British people.
ICT	The Digital Divide and how this affects people’s lives.	Unkindness online. When does it become your moral responsibility to report unkindness online?	Keeping yourself safe online: Students consider what happens to what is posted online? The idea of a Digital Footprint is considered by students.	Students are encouraged to consider the impact of the increasing use of technology on the way that people conduct themselves within society.
Values	Inspirations: Rosa Parks and the considerations for life and equality today. Students learn about and celebrate religious festivals and their significance in today's society	Global citizenship: Students consider Fair trade and child labour. The impact of these issues on the welfare of individuals in developing countries Animal welfare: the effects of animal welfare in food production	Malala Yusafsai: Students consider the right to an education and the considerations of equality in different cultures. Global citizenship: Students consider the term and the qualities of a global citizen.	Child soldiers: Students examine the implications of children being used as soldiers in war torn territories.

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Music	<p>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, rehearse and perform styles such as Folk and Gamelan music understanding the values of music in a wider context.</p>	<p>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.</p>	<p>Pupils work independently, in pairs or small ensembles. They 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.</p>	<p>Pupils develop their cultural understanding through Folk and Gamelan music. Understanding the key religious points of Gamelan music and how their beliefs may differ from ours. They also develop their understanding of how music is applied in the wider world and used for a variety of different reasons.</p>
PE	<p>Individual performances in dance and gym – creativity/freedom to develop own performance within criteria. Experiencing different roles and positions in sports and teams. Freedom to choose activities when leading – warm-ups (as long as safe and effective). Updating the PE information board with the latest news and sporting information. Physical literacy developed and taught throughout classes.</p>	<p>Pupils are taught to be a ‘good sport’ and follow key rules. Sportsmanship and etiquette are key 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. Conditioned games: Adapting to new rules. Respecting officials and their decisions: Including pupil officials and learning to respect any decisions.</p>	<p>Pupils having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. They are given the role of coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and teamwork. Leadership: Warm ups, captains, Tactical input: Direct socialising with other pupils Tactics/formations: Decided in teams where students develop the ability to listen and share opinions. Updating PE information board with latest news and sporting information.</p>	<p>Students Identify and discuss origins of sports from different cultures. They develop respect for others on the team/opponents/in class. Students consider differing abilities within activities and being inclusive (LSA). Students develop respect for officials and the differing roles within sport. Understanding of consequences of actions towards others. Pe teaches to adapt activities for religious reasons if required i.e. Ramadan, clothing Dances from different cultures. Updating of PE information board with the latest news and sporting information.</p>

