

Year 12 SMSC

Subject	Spiritual	Moral	Social	Cultural
English	<p>Students will consider the spiritual qualities in SMSC as they analyse transcripts from courts and the house of Commons and explore them for their use of language and power</p> <p>Students also explore the role of fate and predestination /free will in tragedy texts.</p>	<p>Within crime texts students debate who is to blame.</p>	<p>Assessment Objective 3 insists on exploring the social and cultural contexts of all texts studied.</p> <p>Students also consider the role of technology and its impact on the English Language.</p>	
DT		<p>Engineering coursework: Students explore sustainability issues associated with a studied product.</p>	<p>DT students gain business and corporate experiences through industrial and university visits. Girls are encouraged to use equipment and processes that have been traditionally male dominated and in so doing promote gender equality.</p>	<p>Students are asked to Investigate how manufacturing is used in different countries and its effects.</p>
Drama	<p>Through various scripts and devising units, students further develop their use of imagination in their learning. They enhance their ability to empathise with others, by taking on various roles. They are required to reflect on their own life experiences when experimenting with various characters.</p>	<p>Exploring morals in scripted units. The students appreciate others when playing various roles. They explore in depth moral issues during their research of scripts. Making decisions and taking responsibility for their own actions and how it can affect others, students understand the consequences of their behaviour and actions.</p>	<p>Drama promotes and extends 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.</p>	<p>Throughout the schemes of work and educational trips 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.</p>

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Criminology	<p>Criminology offers students a curriculum rich in criminological theory and research to truly engage students in criminological debates. This is to encourage students to use an array of criminological theories and evidence to debate a range of issues and consequently construct well-reasoned arguments.</p>	<p>Pupils should justify their choice of campaign and explain their effectiveness.</p> <p>Student will debate the issues surrounding reasons why people commit crimes</p>	<p>Students debate the social reasons that certain crimes are unreported.</p> <p>They learn the consequences of unreported crimes such as decriminalisation, procedural change and police prioritisation.</p> <p>As part of their learning, Students plan a campaign for change. students share and develop their ideas as they work in groups.</p>	<p>Students study the relativity of crime. Analysing different types of crime and how crime is socially constructed. They understand the issues associated with moral crimes, hate crimes and honour crimes.</p> <p>Students can explain why, for cultural reasons, certain crimes go unreported.</p>
Psychology	<p>Students study the different views and perspectives on behaviour and how one behaviour can be interpreted in many different ways.</p>	<p>Students debate whether eyewitness testimony and that of children should be relied on in court.</p> <p>They study the moral issues regarding the quality of parenting and its subsequent effects. Different views on the pathologising of mental illness, whether it should be seen as an illness or not, and therefore how it should be treated.</p> <p>Students study the ethical issues involved in Psychological research including what issues exist and what can be done.</p>	<p>Students study the role of parenting in children’s attachment type, and how this can cause problems in later life. They understand the reliability of eyewitness testimony, and its use within the legal system. Students learn the different views and treatments of those with mental illness, how social interactions affect behaviour, conformity and obedience. How stress can be affected by our social interactions with others – both positively and negatively.</p>	<p>Students examine how attachment varies both across and within cultures, and reasons for this. Analysing cross-cultural research and considering the applicability of research conducted in one country to those in other cultures, students Explore different childcare practices across the world and the different views and treatments of mental illness in other parts of the world.</p>

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Sociology		Pupils express their own response to moral issues within society, for example, responding to moral issues referring to the labelling of ethnic minorities and its implications within the education and criminal justice system. Sociology also explores the inequality that exists within society and the causes for this including the impact of capitalism and patriarchy on individuals and social groups. Looking at these topics allows pupils to fully understand the inequality and oppression that certain social groups experience. Pupils are encouraged to consider these issues from a societal perspective in order to understand the numerous factors that lead to such inequalities.	Pupils learn tolerance amongst a group and reflect upon their own and other people's beliefs and preferences. They are required continuously to consider other people's situations and opinions, then reflect this within their work. As a result of this, pupils develop a greater understanding of diversity within society, learning about social groups and issues that they may not experience on a day to day basis	Study of ethnicity , cultural differences in families and household Develop an understanding of Britain's' local, national, European and global dimensions
ICT	In ICT students consider the driving question, 'How might developments in IT cause individuals to become spiritual, or question their spiritual beliefs?'	Students go on to further consider the question, 'Is Hacking a Victimless crime?'	Students study the history of computing and how it has affected society and the development of attitudes towards computer science.	Students consider whether it is right that so many companies require so much personal information to make use of their online services?
PE	Pupils are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on	Students learn the role of sport and society within the CTECH curriculum . This highlights the importance of different roles sport plays in society.	Students develop their social skills as they communicate with each other in lessons. Time is given for focus group discussions on lesson objectives/scenarios and outcomes	CTECH curriculum draws on the different cultures and societies that participate or do not participate in sport.

PE (cont.)	their experiences either through feedback or through work.	Pupils gain an understanding of how society works, moral compass and how to make social change work. Understanding of governing bodies and the rules they follow.	as well as listening to opinions and giving constructive feedback. Students learn socio-economic reasons for participation and are given the opportunity to take part in sport and communicate with others in teams as a participant and official, supervising younger children when assisting as a leader.	Pupils are encouraged to learn about different groups of people who exist within communities and why they participate or why they do not participate in sport.
Finance	Students study the personal life cycle, value systems, beliefs and attitudes. They consider and respect the understandings and value systems and beliefs of others.	Students study risk and attitudes towards debt. Individual needs, wants and aspirations.	Students study external influences on finance. How friends and family and the use of social media and newspapers affect decisions	Students study Sharia Law. They learn about the different currencies and the ethical investment and its meaning.
CACHE pathway	Unit 2 EYE - Attachment Theory is covered in detail with links to overall impact of insecure attachment to overall ability to empathise and development positive relationships Social development - students look at how parenting styles, religious beliefs and cultural background can all have influence on respect and beliefs. Unit 1 HSC - Equality and Diversity focus on legislation and statutory guidance within EYFS that underpins supporting individual differences that are protected under Equality Act	Unit 1 EYE: Observation Unit exploreStudents unbiased methods of observation and how to effectively use them to plan activities to meet individual needs. Unit 2 EYE: Health and Wellbeing topic explores different ways to support a wide range of specific needs collaborating in a respectful way with partnership working. Unit Unit 3 EYE: Safeguarding applies to the HSC sector as well as ethical dilemmas surrounding treatments, funding and time are explored. Unit 4: HSC Communication GDPR and Data Protection Act 2018 used to teach rights concerning the protection of data.	Unit 4: HSC Communication - Confidentiality and data protection within services and how to follow key legislation, policy and procedure Unit 4: HSC Communication and practical application by analysing the Nursing and Midwifery code of practice that sets standards of care and expectations surrounding responsibilities, supporting diverse communities and the values of the sector. Varies alternative communication methods are covered to ensure inclusive practice for those with different communication requirements.	Unit 2: EYE Nutrition To fulfill the requirements to meet individual needs, students research the different religious requirements regarding food and nutrition. Unit 4: HSC Communication Students study effective methods for maintaining rights of privacy and dignity through use of practical case study activities and response activities to news articles and video clips.