

Year 13 SMSC

Subject	Spiritual	Moral	Social	Cultural
English	Students debate Nature vs Nurture in Child Language Acquisition studies. Students go onto study the language of biblical texts and how language within these has changed over time.	In both language and literature a range of moral dilemmas and issues are explored through discussion.	In both language and literature a range of social issues and concerns are explored through discussion.	In both language and literature the idea of freedom of choice is explored through discussion.
DT			Business and corporate experiences are explored through the medium of industrial and university visits. In an effort to promote gender equality, girls are encouraged to use equipment and processes that have been traditionally male dominated.	Students consider cultural ideas as they investigate how manufacturing is used in different countries and its effects.
Drama	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.	Exploring morals in scripted units. The pupils appreciate others when playing various roles. Students 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.	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 individuals working as part of a group, which supports the development of social literacy.	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.

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ICT	Students develop their spiritual understanding as they answer questions such as, 'Is the fact that we live in an increasingly secular society a direct result of an increase in the use of technology?'	Students consider moral arguments as they research whether in a time of increasing global tensions, how can computer science be used to combat concerns regarding cybercrime and cyber warfare?	Students study the history of computing and how it has affected society and the development of attitudes towards computer science.	Students are asked to respond to moral and cultural dilemmas such as, 'How could we help individuals to be more aware of the amount of information that they are giving away and the impact that it could have on their personal lives?'
PE	Pupils are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their experiences either through feedback or through work.	Role of sport and society is taught in A level PE curriculum which highlights the importance of different roles in society. Pupils gain an understanding of how society works, moral compass and how to make social change work. Students will study and understand the roles of governing bodies and the rules they follow.	Pupils communicating with each other throughout lessons. Time is given over for focus group discussions which focus on lesson objectives and examination questions. Students gain understanding of techniques and outcomes as listening to other people's opinions and/ or give feedback. Students study and learn the socio-economic reasons for participation in sporting activities.	A Level PE curriculum draws on the different cultures and societies that participate or do not participate in sport. Pupils are encouraged to learn about different groups of people 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.