

Year 11 SMSC

Subject	Spiritual	Moral	Social	Cultural
English	<p>Students study the following texts: Jekyll and Hyde: Students consider whether religious considerations affect modern issues and developments? A Christmas Carol: Through the eyes of the Ghosts of Christmas past, present and future, students consider the true spirit of Christmas.</p>	<p>Students study the following texts: DNA: This text allows students to explore gang culture and behaviours exhibited by bullies. Students can express their own understanding while evaluating the subtle language used within this play. Jekyll and Hyde: Students consider the creation as they contemplate the idea of who decides what is 'good and bad'?</p>	<p>As students study the DNA text, they consider the representation of teens in the media.</p>	<p>Students study writers of English Heritage: Dickens and Shakespeare. And through the poetry anthology, students explore a range of cultures.</p>
Maths	<p>During KS4, pupils develop deep thinking and question the way in which the world works, which promotes the spiritual growth of our students. Teachers are sensitive to students' individual needs, backgrounds and experience. The department aims to give all students an appreciation of the richness and power of maths. Maths in Nature is embedded in Sequences, Patterns and Symmetry in Key Stage 4. The introduction of statistics lessons provide opportunities to discuss moral and spiritual data and bias.</p>	<p>In KS4, Moral education concerns the use and interpretation of data that is becoming more prevalent in society. Pupils are given the opportunity to be aware of the use and misuse of data in all issues including those supporting moral argument. Through real life contextualized examples in Mathematics, pupils can apply their findings from statistical investigations to make a moral decision or judgment. Considering bias in data collection is a key component in data handling activities (e.g. race, age, gender). Looking at gambling through probability and high interest</p>	<p>Pupils are given opportunities to develop their reasoning skills by explaining concepts to each other in class and group discussions. The importance of encouraging pupils to respect each other's opinions and ideas is made clear in Maths lessons. Mathematics also allows children to apply their own intuitive feelings and check these against what they have learnt in order to make more sense of the world. Self and peer reviewing are very important processes to enable pupils to have an accurate grasp of where they are and how they need to improve.</p>	<p>Mathematics is a universal language with a myriad of cultural inputs throughout the ages. The ability to use exchange rates for foreign travel are also important life skills students will learn. The skills of analysing data are taught from Year 9 to Year 11 to enable students to make sense of vast amounts of data available in the modern world around them. Within statistics lessons, students are able to delve into real life data in more detail and have discussions about what that data means for different cultures.</p>

Maths (cont.)		payday loans also provide stimuli for moral debate. Statistics lessons give a greater opportunity for pupils to discuss bias in data and other moral issues.		
Science	Students learn the evidence for evolution and natural selection. They compare this with creation to allow students to understand and debate the spiritual arguments	Students study Global issues affecting Biological Chemical physical concepts. These include answering the bigger questions affecting Climate Change; alternative energy supplies, finding and disposing of raw materials. Students study lifestyle implications on some forms of non communicable diseases and learn to make informed decisions.	Throughout the course students are encouraged to examine the impact of technological developments, Scientists peer reviewing work and the work of global communities in providing a healthier environment in which plants and animals can live.	Science aims to provide students with information and ideas that they can apply directly to their own lives and the communities in which they live. As they grow into the adults that they will become, Science will assist students to make informed decisions about their lifestyle in the future.
Art	Within Art lessons, students will develop respect for others feelings and learn about themselves and their imagination. Art Encourages creativity and reflection on experiences.	Students will recognise and develop the ability to apply understanding of right and wrong to self. They will understand consequences to actions, through experimentation and investigation.	Students use a range of social skills, working with others. They will understand ideas, communities and differences on a number of different levels	Through Art, students will 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 and accommodate vegetarian diets. Using imagination and creativity, students reflect and evaluate the dishes they have produced	Students develop an appreciation of morality through learning about the impact of ethical choices in food production. They will compare and contrast the impact of Fairtrade and local produce. Teamwork allows students to share their ideas and evaluate their contributions positively.	Students will listen to their peers as they work in teams to evaluate the products they have made. Students cook food to take home and share with others. Students will visit Swale Skills Centre to evaluate a professional kitchen.	Students learn about foods from around the world. In so doing they will develop respect for religious beliefs and food requirements of many cultures and international cuisines. They will consider meat alternatives. Coursework tasks: International Cuisine

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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. This is developed during their monologue unit, where they have to research in depth about the life of another person. They are required to reflect on their own life experiences when experimenting with various characters.	Exploring morals within an external devising unit and through the medium of 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 students as they mature 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. They focus on culture when exploring themes and issues based on a stimulus for their final assessment.
MFL	Within language structure, students develop the ability to be reflective about their own beliefs and perspective on life with regard to healthy living and the environment.	Students develop the ability to recognise the difference between right and wrong regarding school rules. Students study, study and investigate ethical issues affecting society. They offer reasoned views about moral and ethical issues such as ethical shopping, protecting the environment and voluntary work. Students also show the ability to understand and appreciate the viewpoints of others on these issues.	Acceptance and engagement with understanding the importance of following rules and laws.	Students gain an understanding of and ability to recognise and value the things we share in common between the French and British cultures.
Geography	Students study how people feel about the demands for resources around the world? Global variations	Students appreciate how people respond to changing food demands. They ask moral questions 'Do people around the world have	Are resources evenly distributed around the world? Uneven development leads to international migration.	Students study how the demand for food changes in a variety of different countries and how different countries manage

Geography (cont.)	in economic development and quality of life.	fair access to food supplies? What is the impact of uneven development around the world? Students will understand how people are impacted by earthquakes. including the impacts in areas of contrasting wealth and the understanding that people will respond differently to earthquakes. Students will appreciate the variety of reasons to live in tectonic areas.	Students consider the notion of 'Aid' and how intermediate technology can reduce the development gap. The students look at how flooding impacts people in the affected areas. The costs and benefits of engineering approaches are discussed at a social, environmental and economic level.	developmental differences and respond to demands of aid.
History	Pupils reflect upon different interpretations of the past and how these interpretations have been arrived at.	Students look at a variety of moral beliefs of historical figures such as conscientious objectors in the first World War.	Student's own social development is encouraged through working together and problem solving. History also has a role to play in helping people to express themselves clearly and communicate better, developing oracy.	History is part of and forms a nation's culture. However, in the wrong hands, that power can be abused. We investigate how control of culture contributed to the creation of dictatorship in Nazi Germany through the use of propaganda and censorship which develop transferable skills to enable students to be more reflective, critical and aware of the many media outlets today.
ICT	Students are asked to consider the question and ideas surrounding whether it is possible to be a spiritual computer scientist? A What does that mean?	Students discuss and learn about privacy rights and the personal implications and responsibilities that they have. Students are asked to consider, 'When is it ok to breach privacy rights?	Students study E waste sustainability and Pollution	Students are asked to consider why it is important for a successful software system to be easily adaptable to different cultures and how might this be achieved?

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Values		The moral values and qualities are underpinned as students consider their rights and responsibilities as citizens of the United Kingdom..	Social qualities and inequalities are sensitively debated as students study concepts and issues surrounding attitudes to migration and community cohesion.	As students complete their Key Stage 4 studies, an emphasis is made on British Culture and the Communities which exist within our multicultural society.
Music	Component 2-With the exploration of musical skills and development pupils will explore the values of working within the music industry, using creativity and imagination to develop their disciplines within the industry.	Component 2- Pupils will develop their understanding of working with others within the music industry, understanding the different types of moral and ethical issues which are within the music industry.	Component 2- Pupils will understand how to build positive relationships with their peers providing the aspect of a 'professional' relationship. Exploring different environments and skills which will be required to be successful within the music industry.	Component 2-Pupils will explore and develop their cultural understanding . Building knowledge of the cultural diversity which is found within the music industry. They will build respect to those who make up the music industry and are pivotal with the development.
Psychology	In Psychology students are asked to reflect on the human brain and its workings and abilities.	Pupils explore issues around 'right and wrong' in the study of obedience, conformity and bystander intervention. In all cases there is an appreciation of the social pressures on us to behave in ways which may cause 'moral strain' Psychology offers scope for frequent discussion around the ethical implications of using naïve participants in psychological research. There is also scope to explore the extent to which socially sensitive topics can and should be the topic of scientific study.	To respect and understand different human behaviours that occur in these cultures and societies. Throughout Psychology, students are led to work in groups outside of their friendship groups, which also encourages students to accept one another and learn to work as a team.	Explore and debate the cultural differences in behaviour, mental illnesses and memory. Considering issues such as individual differences. Using statistics to make conclusions about trends in behaviour cross culturally. Explaining behaviour by looking at the role of physiological, psychological factors across cultures and how it influences socialisation.

<p>PE</p>	<p>In 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 examined 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 students express creativity/freedom to develop their own performance within criteria. Expressing personal, emotional and spiritual concepts. Students experience different roles and positions in sports and teams e.g. as leaders or coaches and therefore feel the different emotions with the roles.</p>	<p>Pupils are taught to be a 'good sport' and follow key rules. Pupils are taught the importance of being fit and healthy and the impact this has on society as a whole. Pupils are challenged to increase their personal fitness and know the role in society of being healthy and active and free from illness/disease Developing understanding of rules/laws of games/sports and linked to community from school, students are taught to respect and understand the needs of pupils from different communities. Sportsmanship and etiquette are key parts to lessons. Here, students learn how to lose and how to win in the correct manner. Conditioned games allow students to adapt to new rules, respect officials and their decisions, including pupil officials. In CNAT- pupils learn about the role sport plays in promoting values. Updating the PE information board to provide the latest news/sporting updates seeks to provide further evidence of moral codes of PE</p>	<p>Social skills are developed as students; Communicate with each other throughout the lesson. Enter intercommunity competitions promote competitiveness amongst the school communities. Participate in leadership, warm ups, captains, tactical input providing direct socialising with other pupils. Are given freedom to choose activities when leading warm-ups (as long as safe and effective) encouraging social interaction with others. Students decide upon tactics/formations, these are decided in teams and demonstrate the ability to listen and share opinions. Updated PE information board encourages communication In CNAT and BTEC pupils are given the opportunity to work with primary schools to develop social skills as leaders and coaches. PE in Year 10 allows time for focus group discussions on lesson objectives/exam questions and outcomes as well as listening to other people's opinions and giving feedback.</p>	<p>Students are encouraged to develop qualities associated with cultural values as they; Identify and discuss origins of sports from different cultures. Play fixtures against other schools and understand and respect these different school cultures. PE offers teams of differing abilities within activities and so are inclusive (LSA) Display respect for officials and the differing roles within sport. Understand the consequences of actions towards others. Adapt activities for religious reasons if required. Learn dances from different cultures. In CNAT pupils learn about barriers to exercise for different types of populations. Update the PE information board to provide latest news/sporting updates encouraging equality of access to information</p>
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Child Development	<p>Unit 1 - Roles and responsibilities topic. Students learn about the EYP's (Early Years Professional) responsibility to promote diversity and inclusive practice in order to meet the needs of individuals. The range covered includes dietary, cultural heritage, religious and specific disabilities.</p>	<p>Unit 1 - Meeting individual needs topic. Through use of case studies, students apply knowledge from Unit 2 in order to discuss what the needs of the child are and how to support those needs. Links to legislation are made as well as the potential impact of discriminatory practice is covered through these case studies. Students reflect on their own learning and apply knowledge of fairness, equality of provision and scaffolded support to the case studies.</p> <p>Responsibilities of the worker topic - students look at the role of the worker in maintaining consistent, fair rules within setting and implications of unfair favouritism on all stakeholders.</p>	<p>Unit 1 - Preparing for placement topic - This topic has students exploring how to develop positive working relationships with parents and how to support a wide range of differences within the setting community. Effective communication and positive role modeling is discussed.</p> <p>Unit 2 - Care routines topic. Developmentally appropriate support of EYP is considered in regards to promoting independence and supporting conflicts between children.</p> <p>Unit 1 - Meeting individual needs topic. During reflection on the case studies, students explore conflicts and dilemmas when needing to support a variety of specific individual needs at the same time. Time, staffing, and money constraints are considered.</p>	<p>Unit 1 - Meeting individual needs topics. Students cover the Equality Act and class discussion focuses on protected groups and how to support equality and inclusive practice. Effects of discrimination on both short and long term life changes are covered with students applying this to series of case studies.</p> <p>Celebrating diversity is linked to practical ways to support the nursery and looks at books, toys and involving parents to share culture within setting through activity days.</p>
Dance	<p>Students cover a range of dance genres in dance (For example Indian dance, contemporary, jazz and African) When looking at different cultural dances pupils look</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</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</p>	<p>students 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,</p>

<p>Dance (Cont)</p>	<p>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 use to reflect on one's own and peers strengths. Pupils regularly give verbal feedback and keep a logbook of strengths and targets.</p>	<p>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>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 encourages others and consequently builds on overall confidence.</p>	<p>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>
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Animal Care	<p>Students consider the social responsibility to consider the life of what we are eating and be thankful for the food it has given us.</p> <p>Showing thanks in the high welfare standards and care that we give our animals.</p>	<p>Students study the moral and ethical choices when designing accommodation for Animals, in industry, zoos and at home, balancing efficiency, practicality, welfare and cost. The understanding of Animal Behaviour looks in to the happiness and welfare of animals in those industries and why it is important to maintain such high standards of welfare</p>	<p>Social implication of animals living in poor conditions, are raised through the use of project work looking at animal accommodation and the behaviour of animals in such accommodations.</p>	<p>Students common on zoos and farming techniques around the world shed a light on the importance of standards of welfare and how different cultures view such welfare.</p>

