

## Kings Academy Ringmer



### SMSC and British Values Statement

We believe that the school should actively promote all pupils' SMSC development by providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, other adults, and the local community. SMSC and British Values are supported through our school ethos, values, curriculum, assemblies, tutor times, extra-curricular opportunities, and behaviour policy.

#### Promotion of British values at Kings Academy Ringmer

**Democracy:** the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the school community. Examples of this are the simulation of the general election that was held and voting for the new House system. These opportunities have allowed pupils to see, first hand, how the democratic process works. From a curricular point of view, the principle of democracy is further explored in both History and PDT. Further examples of democracy are delivered through PSHE. Assemblies focused on Democracy with a follow up tutor talks for pupils to explore further through discussion. The Academy student council provides opportunities for pupils to use their democratic skills when contributing ideas and voting for their choices.

**The rule of law:** The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Support from authorities such as the Police help to reinforce this message through PSHE input and workshops. Laws surrounding topics pertinent to our young people are discussed through the curriculum in PSHE and PDT. Assemblies focused on the rule of law with a follow up tutor talks for pupils to explore further through discussion.

**Individual liberty:** As a school we educate and provide boundaries for pupils to make choices safely, through the provision of a safe environment and an empowering education. Pupils are encouraged to know, understand, and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through our enrichment and University programmes. Assemblies focused on liberty with a follow up tutor talks for pupils to explore further through discussion.

**Mutual respect:** Respect underpins our behaviour policy and is modelled by pupils and staff alike. The school ethos of 'Ready, Respectful, Safe' is rooted in mutual respect. The school promotes respect for others, and this is reiterated through our PSHE programme and assembly schedule. Assemblies focused on mutual respect with a follow up tutor talks for pupils to explore further through discussion.



**Tolerance of those of different faiths and beliefs:** This is achieved through equipping pupils with the ability to understand their place in society and by giving them opportunities to experience diversity within the school community. An example of how this is achieved is through our character curriculum and assembly schedule which focuses on tolerance with a follow up tutor talks for pupils to explore further through discussion. Our behaviour policy offers rigour to ensure that incidents of intolerance are managed effectively and include workshops with individuals to develop their thinking after an incident. The student council run a Diversity Subcommittee which celebrates our differences making us stronger.



## How does the curriculum contribute towards pupils' SMSC development?

Spiritual Development:	Moral Development:	Social Development:	Cultural Development:
<ul style="list-style-type: none"><li>• Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</li><li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li><li>• Use of imagination and creativity in their learning</li><li>• Willingness to reflect on their experiences</li></ul>	<ul style="list-style-type: none"><li>• Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li><li>• Understanding of the consequences of their behaviour and actions</li><li>• Interest in investigating and offering reasoned views about moral and ethical issues, and ability to understand and appreciate the viewpoints of others on these issues</li></ul>	<ul style="list-style-type: none"><li>• Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li><li>• Willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively</li><li>• Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</li></ul>	<ul style="list-style-type: none"><li>• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li><li>• Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li><li>• Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li><li>• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li><li>• Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li></ul>



## SMSC - 1 Page KAR example highlights

<p><b>Spiritual</b>  <b>RE:</b> Place of Worship projects  <b>Art:</b> Wakehurst Art Prize, Charleston in Lewes artist-led workshops with student work in exhibition  <b>Dance:</b> Rapture Dance Company performance at Let's Dance at the Congress Theatre  <b>Achievement:</b> PROUD awards for excellent work  <b>Curriculum:</b> Various examples linked to overview document  <b>Wakehurst Art Prize:</b> Year 7 student, Pearl, came runner-up  <b>International Day:</b> Adding a global element in lessons, fostering cultural appreciation  <b>Chinese Student Visit:</b> KAR 'buddy' system promotes cultural exchange and understanding  <b>World Book Day in MFL:</b> Celebrating literature in a second language  <b>National Poetry Day:</b> Year 8 French students write calligram poems, integrating creativity with language learning  <b>Dining Room Theme Days:</b> American Day and Diwali, celebrating cultural traditions  <b>Trips:</b> Visits to places of cultural significance, like Westminster Abbey, Glyndebourne Opera House, and No. 10 Downing Street, provide cultural and historical insights  <b>Assembly programme:</b>  RE curriculum  <b>Whole school events</b> e.g. Remembrance Day  <b>Mental Health and Wellbeing:</b> Mindfulness, Screen Free Week</p>	<p><b>Moral</b>  <b>Anti-Bullying Week &amp; Assemblies:</b> Promote anti-bullying messages and respectful behavior  <b>Kindness Week</b>  <b>School code of conduct:</b> Ready, Respectful, Safe  <b>Charity Club:</b> Founded by Sophie in Year 7, students organized a bring-and-buy sale to support Raystede Animal Charity  <b>School Uniform Reuse Program:</b> Partnership with Raystede to promote sustainability and reduce waste  <b>Eco Committee Initiatives:</b> Includes Laughton Community Woods trip, sustainable drainage planters, 'No Dig' vegetable patch, Spade 2 Spoon Club, and hosting Hastings Academy to share eco practices. Our students appeared on ITV Meridian East airing of regional news broadcast on 31 October.  <b>Mock General Election:</b> Students learn about civic responsibility and voting  <b>House names:</b> Voting for new houses  <b>Black history month:</b> Assemblies and activities  <b>PSHE Curriculum</b>  <b>Democracy award</b></p>
<p><b>Social</b>  <b>Student Leadership Team:</b> Involves student council and house leaders in school governance  <b>Student Ambassadors &amp; Peer Mentors:</b> Foster a supportive school community  <b>Youth Cabinet:</b> Year 10 student Edith represents KAR, helping develop youth-led initiatives  <b>Ronnie the Therapy Dog (ELSA):</b> Supports student mental health and well-being  <b>King's Group Academies Safeguarding Initiatives:</b> Safer Internet Day and Children's Mental Health Week  <b>School Production:</b> 57 students participate in "Matilda," building teamwork and performing arts skills  <b>Careers Events:</b> Includes apprenticeship taster mornings, speed networking events, Big Futures Careers Fair, and a talk from former journalist Ms. Mortensen  <b>Super Curriculum Clubs:</b> Enrichment activities like Bushcraft, Chess Club, Taekwondo, Non-Contact Boxing, Ceramics, and Fine Art sculpture promote social and physical skills  <b>Extra-Curricular:</b> e.g. 'nerd club', F1 club  <b>Oracy curriculum:</b>  <b>Enterprise Day</b> :encouraging participation and teamwork</p>	<p><b>Cultural</b>  <b>Reading Initiatives:</b> Heart Stopper Competition Winners, World Book Week, author visit  <b>Creative Arts Winter Showcase:</b> 65 performers share talents with a large audience  <b>Music:</b> Showcase by Create Music for Years 7 and 8, Ringmer Sings Youth Workshop  <b>STEM Careers Workshops for KS3:</b> Includes Endeavour STEM workshops by EVERFI  <b>Enrichment Week 2024:</b> Careers fair, Dragons Den, trips (Natural History Museum, Ditchling Butterfly House), diverse workshops (theatre costume design, mandalas, protest songwriting), and Year 10 work experience  <b>Sports Achievements:</b> Seth (Year 8) in race-walking, Year 7 girls' rugby championship, celebrated with a guard of honor  <b>Trips:</b> Ardeche, France (Year 8 &amp; 9), Glyndebourne Opera House, and career-related visits (Steve Willis Apprenticeships, King and McGaw, Eastbourne Studio Pottery)  <b>School Yearbook Committee:</b> Students compile memories and events for school community  <b>Carol Singing at Ringmer Village Hall</b></p>



## Spiritual development

Spiritual development is the nurturing of a personal sense of identity, purpose, beliefs (religious or otherwise) and values.

*Provision for the spiritual development of pupils includes developing their:*

- *ability to be reflective about their own beliefs (religious or otherwise) and perspective on life;*
- *knowledge of, and respect for, different people's faiths, feelings and values;*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them;*
- *use of imagination and creativity in their learning;*
- *willingness to reflect on their experiences.*



## Spiritual Development

<p><b>Intent: key descriptors from the Ofsted Inspection Handbook</b></p> <p><i>Suggestions and ideas for evidencing this aspect</i></p>	<p><b>Implementation: Range of opportunities offered</b> <i>Examples of present provision and link to any documents or policies</i></p>	<p><b>Impact: how this provision makes a difference</b></p> <p><i>Examples of ways current activities develop pupils' SMSC education</i></p>	<p><b>Priorities: future development for SIP</b></p> <p><i>Include, where applicable, timescale and responsibility</i></p>
<p><b>a. Ability to reflect about their own beliefs and perspectives on life</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>● <i>Comprehensive programme of assemblies providing clear guidance on what is right and wrong</i></li> <li>● <i>Broad and balanced RE curriculum</i></li> <li>● <i>Opportunities to share and respond to personal beliefs in lessons and on other occasions (eg lesson observations)</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>RE: Place of Worship Projects</b> provide students with firsthand experiences in observing and understanding diverse belief systems, encouraging deep personal reflection on their own beliefs.</li> <li>● <b>Mindfulness and Screen-Free Week</b> initiatives promote individual reflection and self-awareness, allowing students to step back from daily distractions and consider their perspectives on life.</li> <li>● <b>RE Curriculum</b> includes structured discussions and assignments that prompt students to explore and articulate their personal views on spiritual matters.</li> <li>● Comprehensive programme of assemblies</li> <li>● Broad and balanced RE curriculum - Study of other religions included in RE curriculum</li> <li>● Oracy curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Increased Self-Awareness:</b> Students exhibit greater introspection and personal awareness, developing confidence in articulating their beliefs and values.</li> <li>● <b>Enhanced Empathy:</b> Mindfulness initiatives help students connect with their inner thoughts, resulting in a more compassionate understanding of others' perspectives.</li> <li>● Children across school take part in discussions and debates through RE, PSHE, Oracy and other foundation subjects.</li> <li>● Outstanding social time behaviour. Children are willing to help and support, e.g, Wellbeing Ambassadors, Reading Buddies.</li> <li>● Older children enjoy being Ambassadors with the responsibilities this brings.</li> <li>● Reading curriculum includes regular reference to books which challenge diversity, are used in class and are on</li> </ul>	<ul style="list-style-type: none"> <li>● Increased opportunities for pupils to express personal reflections</li> </ul>



		<p>prominent display.</p> <ul style="list-style-type: none"><li>• DDI's and learning walks report strong learning behaviours with a strong emphasis on team work, helping each other and acting appropriately.</li><li>• According to pupil voice, children feel valued in their opinions and beliefs about a range of topics and feel comfortable to discuss and share these with their peers. They enjoy debating and discussing.</li></ul>	
<p><b>b. Knowledge of, and respect for, other peoples' feelings, faiths and values</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"><li>• <i>Use of visits and visitors to broaden horizons</i></li><li>• <i>Twinning and linking</i></li><li>• <i>Collective worship – plans and evaluations</i></li><li>• <i>Schemes of work for RE, PSHE education</i></li><li>• <i>Development of empathy</i></li></ul>	<ul style="list-style-type: none"><li>• <b>International Day</b> integrates global cultural themes across subjects, fostering an environment where students are encouraged to respect and appreciate diverse faiths and values.</li><li>• <b>Chinese Student Visit and Buddy System</b> supports cultural exchange, enhancing students' understanding and respect for different cultural backgrounds and beliefs.</li><li>• <b>Dining Room Theme Days (e.g., Diwali, American Day)</b> introduce cultural traditions through food and events, fostering appreciation and respect for other cultures.</li><li>• International links and awards - China and Spain</li></ul>	<ul style="list-style-type: none"><li>• <b>Cultural Competence:</b> Activities like International Day and the Buddy System have cultivated a culture of mutual respect and appreciation for diverse beliefs and backgrounds.</li><li>• <b>Social Harmony:</b> The celebration of varied cultural days and events has fostered a more inclusive atmosphere, with students showing increased respect for differences within the school community.</li><li>• KAR students are praised for their behaviour on school visits.</li><li>• Revised schemes of work for PSHE and RE ensure that students have the opportunity to discuss and reflect on others and they</li></ul>	



		thoroughly participate.	
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<p><b>c. Sense of enjoyment and fascination for learning about themselves, others and the world around them</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"><li>● <i>Lesson observations that show inspiration and enjoyment from pupils</i></li><li>● <i>Active participation in projects, extra-curricular activities</i></li><li>● <i>Celebratory events and rewards, displays</i></li><li>● <i>Involvement in community and wider activities</i></li></ul>	<ul style="list-style-type: none"><li>● <b>Art: Wakehurst Art Prize &amp; Charleston Artist Workshops</b> involve students in artistic expression, encouraging them to explore new perspectives and cultural insights through their artwork.</li><li>● <b>Trips to Cultural Sites</b> like Westminster Abbey and the Glyndebourne Opera House expose students to historical and cultural landmarks, enhancing their understanding of the world around them.</li><li>● <b>World Book Day in MFL</b> promotes enjoyment in discovering literature and stories from other cultures, broadening students' appreciation for the world.</li><li>● School vision - centre of our school</li><li>● School Curriculum.</li><li>● Majority of children involved in extra curricular activities</li><li>● Super Curriculum – participation increased levels</li><li>● Celebration assemblies</li><li>● Year 7 Transition Day, team building activities, curriculum projects about the school and local area</li><li>● Eco club activities in the garden area</li><li>● Life Skills curriculum</li></ul>	<ul style="list-style-type: none"><li>● <b>Broadened Curiosity:</b> Engagement in art, trips, and cultural events has deepened students' curiosity and enthusiasm for exploring the world beyond the classroom.</li><li>● <b>Improved Academic Engagement:</b> The incorporation of cultural and historical content has led to increased interest and excitement across subjects, enriching students' learning experiences.</li><li>● DDI's and learning walks report strong learning behaviours with a strong emphasis on enjoyment and being part of their learning.</li><li>● Pupil and parent surveys report positive reflections on the teaching within KAR..</li><li>● A creative curriculum planning ensures that the children learn in a variety of ways to enhance their desire to learn.</li></ul>	<ul style="list-style-type: none"><li>●</li></ul>
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	<ul style="list-style-type: none"> <li>● Extra-curricular visits and annual reward trips</li> <li>● Sports Days.</li> <li>● School trips</li> <li>● School ensures we have a broad and balanced curriculum catering for all interests and needs.</li> <li>● Outdoor learning environment through Eco 'Change' Club and Super Curriculum Bushcraft.</li> <li>● Opportunities for pupils to present learning in variety of forms e.g. poetry, art, written, song Visit to theatres</li> </ul>		
<p><b>d. Use of imagination and creativity in learning</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>● <i>Lessons that include opportunity to use different media or teaching &amp; learning styles;</i></li> <li>● <i>Encouraging, valuing and responding to pupils' questions;</i></li> <li>● <i>Developing awe and wonder through experiences of the natural world or of wider engagement e.g. forest school</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Art Projects &amp; Exhibitions</b> (e.g., the Wakehurst Art Prize) inspire creativity and self-expression, encouraging students to see the world through artistic and imaginative lenses.</li> <li>● <b>Dance Performances</b> by the Rapture Dance Company motivate students to express their thoughts and emotions through movement, expanding their creative horizons.</li> <li>● <b>National Poetry Day Calligrams</b> combine language learning with creative expression, allowing students to explore their imaginations in a second language.</li> </ul>	<p><b>Enhanced Creativity:</b> Art competitions, dance performances, and poetry writing activities have provided students with creative outlets, fostering an environment where imagination is valued.</p> <p><b>Growth in Expressive Confidence:</b> Through activities like National Poetry Day and Let's Dance, students have gained confidence in expressing themselves creatively.</p>	



	<ul style="list-style-type: none"><li>● <b>Assembly Programs &amp; Whole School Events</b> (such as Remembrance Day) offer moments for students to reflect on historical events and personal values, encouraging empathy and contemplation.</li><li>● <b>PROUD Awards for Achievement</b> celebrate excellence, prompting students to reflect on their own accomplishments and experiences.</li><li>● <b>Mental Health &amp; Wellbeing Programs</b> provide students with opportunities for self-reflection, supporting their personal growth and well-being.</li><li>● Super Curriculum</li><li>● Creative writing club · Use of imagination and creativity in art, music &amp; drama · Design projects in graphics, textiles, food technology and product design · Problem solving in mathematics</li></ul>		
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<p><b>e. Willingness to reflect on their own experience</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"><li>● <i>Collective worship – plans and evaluations</i></li><li>● <i>Use of reflective activities and space in lessons</i></li><li>● <i>Use of circle time or similar</i></li><li>● <i>Physical spaces for reflection – inside or outside the building</i></li></ul>	<ul style="list-style-type: none"><li>● Whole school events e.g. Remembrance Day</li><li>● Think, pair, share regularly used in classrooms and other collaborative activities in lessons and as part of T&amp;L.</li></ul>	<ul style="list-style-type: none"><li>● <b>Personal Growth:</b> Students display greater introspection and self-awareness, frequently reflecting on their achievements and experiences with a thoughtful perspective.</li><li>● <b>Positive Mental Health Outcomes:</b> Initiatives like mindfulness and screen-free weeks have led to a noticeable improvement in students’ ability to manage stress and reflect on their emotional well-being.</li><li>● Think, pair, share is a concept used widely in lessons to promote deeper understanding and to encourage more students to feel comfortable to share their views.</li></ul>	
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# Moral development

**Moral development is a growing awareness of right and wrong, and of mutual responsibility for one another.**

*Provision for the moral development of pupils includes developing their:*

- *ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England;*
- *understanding of the consequences of their behaviour and actions;*
- *interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.*

*Ofsted Inspection Handbook 2019*

## **Moral Development and Fundamental British Values**

**Moral Development promotes Fundamental Values.** The DfE guidance to schools (Nov 2014) says that schools should:

- Enable students to distinguish right from wrong and to respect the civil and criminal law
- The *understanding and knowledge* expected of pupils includes:
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety



## **Moral Development**

<b><i>Intent: key descriptors from the Ofsted Inspection Handbook</i></b>	<b><i>Implementation: Range of opportunities offered</i></b>	<b><i>Impact: how this provision makes a difference</i></b>	<b><i>Priorities: future development for SIP</i></b>
<p><b>a. Ability to recognise the difference between right and wrong</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>● <i>Collective worship/assemblies</i></li> <li>● <i>Anti-bullying policies</i></li> <li>● <i>School rules, rationale &amp; implementation</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Anti-Bullying Week &amp; Assemblies</b> reinforce the importance of respect and kindness, helping students clearly distinguish right from wrong in social interactions.</li> <li>● <b>School Code of Conduct: Ready, Respectful, Safe</b> provides a straightforward framework for expected behavior, making ethical boundaries clear and accessible for all students.</li> <li>● <b>PSHE Curriculum</b> incorporates discussions on moral issues, guiding students in understanding ethical concepts and reinforcing a strong sense of right and wrong.</li> <li>● Anti-Bullying Policy – Kindness week and Anti-Bullying week</li> <li>● School rules – Ready, Respectful, Safe</li> <li>● School policies for behaviour, anti-bullying, inclusion · Classroom Code of Conduct · Life Skills curriculum considering human rights, individual</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Improved Respectful Behaviour:</b> Students demonstrate a clear understanding of respectful and appropriate behavior, reflected in lower incidents of bullying and conflicts.</li> <li>● <b>Ethical Awareness:</b> The consistent reinforcement of right and wrong through the PSHE curriculum and assemblies has resulted in a noticeable improvement in students’ moral awareness.</li> <li>● Children recognise right from wrong.</li> <li>● Termly report on positive behaviours show the majority of children achieve well</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>



	<p>responsibilities &amp; the importance of the law ·</p> <ul style="list-style-type: none"><li>● RE curriculum considering the Ten Commandments, Gospel teaching and religious law</li><li>● This is underpinned by school rules, which were created collectively, and supported progressively through RE, PSHCE lessons and collective worship.</li><li>● Positive Behaviour and Anti-bullying Policy reviewed annually.</li><li>● British Values and SMSC explicitly mapped out across full curriculum, worship and within PSHE and annual life of the school.</li></ul>		
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<p><b>b. Ability to apply this understanding in their own lives and to recognise legal boundaries</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"><li>● <i>Curriculum content including coverage of the rule of law and judicial system</i></li><li>● <i>Links with law and justice agencies; examples of cooperation and resolution</i></li><li>● <i>Policies on inclusion, restorative justice, home-school contracts etc</i></li><li>● <i>Partnership with charities/community</i></li><li>● <i>Instances of personal choices and exemplary behaviour (as appropriate)</i></li></ul>	<ul style="list-style-type: none"><li>● <b>Mock General Election</b> teaches students about the legal and moral responsibilities of civic participation, enhancing their awareness of societal boundaries and laws.</li><li>● <b>Charity Club</b> (initiated by a Year 7 student) emphasizes the importance of social responsibility, encouraging students to actively apply their understanding of kindness and support for community issues.</li><li>● <b>School Uniform Reuse Program</b> in partnership with Raystede promotes sustainable practices and respect for the environment, helping students to apply moral considerations in practical ways.<ul style="list-style-type: none"><li>● Home school contract</li><li>● PC Ruth schedule</li><li>● Home school agreements. Visits by local police.</li><li>● SEN and Inclusion Policy.</li><li>● Reward system</li></ul></li></ul>	<ul style="list-style-type: none"><li>● <b>Increased Civic Engagement:</b> The Mock General Election has instilled a sense of civic duty, with students showing greater awareness of legal and societal norms.</li><li>● <b>Community Service Orientation:</b> Through initiatives like the Charity Club and Uniform Reuse Program, students are applying moral understanding in meaningful ways, actively participating in positive community-focused activities.</li><li>● Children have a good understanding of right and wrong</li></ul>	
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**c. Understand consequences of their own behaviour and actions;**

*For example:*

- *Initiatives that have encouraged pupils to change behaviour and attitudes*
- *Schemes of work and lesson observations*
- *Behaviour policy and protocols, including restorative practice*

- **Kindness Week** highlights the impact of positive and negative behaviors, encouraging students to reflect on how their actions affect others.
- **Eco Committee Initiatives** (e.g., Spade 2 Spoon Club, 'No Dig' vegetable patch) demonstrate the outcomes of sustainable actions, helping students appreciate how small choices contribute to larger environmental impacts.
- **School Code of Conduct** reinforces responsibility, ensuring students understand the impact of their actions on the school community.
- Discussion in RE and Life Skills of moral dilemmas
- Anti-bullying assemblies which consider the impact of bullying on the victim
- Curriculum topics on climate change and recycling which have impact on the environment
- RE curriculum considering consequences of conflicts around the world
- PSHE curriculum considering the dangers of illegal drugs and their impact on society
- Police and fire safety officers speaking in assembly about

- **Enhanced Responsibility:** The focus on actions and their outcomes during Kindness Week has led to more reflective behavior, with students demonstrating a better understanding of how their actions impact others.
- **Environmental Accountability:** Eco Committee projects have instilled a greater sense of environmental responsibility, with students making more sustainable choices within and beyond the school environment.



	<p>knife crime/county lines</p> <ul style="list-style-type: none"> <li>● Online Safety, including Internet safety day.</li> <li>● Anti-bullying week</li> </ul>		
<p><b>d. Interest in investigating, and offering reasoned views, about moral &amp; ethical issues.</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>● <i>Evidence from schemes of work and lesson observations – throughout the curriculum, especially RE, PSHE</i></li> <li>● <i>Opportunities to debate and discuss – within and beyond lessons</i></li> <li>● <i>Use of visitors and activities beyond school</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>PSHE Curriculum</b> encourages open discussions on ethical topics, allowing students to explore and discuss moral and social issues relevant to their lives.</li> <li>● <b>Black History Month Activities and Assemblies</b> provide students with opportunities to reflect on historical injustices, helping them form reasoned views on fairness, equality, and the importance of social justice.</li> <li>● <b>Eco Committee Projects</b> (e.g., sustainable drainage planters) allow students to delve into the ethics of environmental responsibility, inspiring thoughtful debates on sustainability.</li> <li>● Fundraising, volunteering and community projects which focus on social justice and Catholic social teaching</li> <li>· External speakers in assemblies from community and local organisations</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Critical Thinking Growth:</b> Through discussions in PSHE and Black History Month, students have shown an increased interest in exploring and debating moral and ethical topics, demonstrating a maturity in their viewpoints.</li> <li>● <b>Ethical Awareness on Environmental Issues:</b> The Eco Committee's initiatives have spurred thoughtful discussions on sustainability, with students expressing reasoned perspectives on environmental ethics and stewardship.</li> <li>● Children across school take part in discussions and debates through literacy study, RE, PSHE and other foundation subjects. Observations show that children enjoy engaging and participating in discussions, confidently expressing their own views whilst respecting those of others.</li> </ul>	



<p>e. <b>Understand and appreciate the viewpoints and experiences of others;</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"><li>● <i>Evidence from schemes of work and lesson observations</i></li><li>● <i>Encouragement of inclusion and challenging of inappropriate words, actions and attitudes</i></li><li>● <i>Involvement in specific projects or focus days such as Black History Month or International Day against homophobia and transphobia</i></li><li>● <i>Comprehensive inclusion and anti-bullying procedures</i></li></ul>	<ul style="list-style-type: none"><li>● <b>House Names Voting Process</b> enables students to appreciate democratic decision-making and understand diverse perspectives in their school community.</li><li>● <b>Hosting Hastings Academy for Eco Practices</b> promotes an exchange of ideas, allowing students to hear other perspectives on environmental stewardship and shared responsibility.</li><li>● <b>Black History Month</b> and <b>Anti-Bullying Assemblies</b> encourage empathy and an understanding of different backgrounds and experiences, fostering an inclusive school culture.</li><li>● Celebrating Black History Month</li></ul>	<ul style="list-style-type: none"><li>● <b>Empathy Development:</b> Activities like Anti-Bullying Assemblies and Black History Month have deepened students' empathy, resulting in a more compassionate and inclusive student body.</li><li>● <b>Broader Worldview:</b> Exchanges with Hastings Academy and the democratic House names voting have enhanced students' appreciation for diverse perspectives, building a school culture rooted in mutual respect and understanding.</li><li>● The culture of fairness and individuality allows children to express their own views freely.</li><li>● PSHE and RE allows opportunities to debate moral dilemmas and help support children to make the right decisions. Children happily accept that they may have different beliefs than others and that both beliefs have their merits.</li></ul>	
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# Social development

Social development is the increasing realisation that everyone belongs to various communities and that all need to cooperate and work together in the common good.

*Provision for the social development of pupils includes developing their:*

- *use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;*
- *willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;*
- *acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.*

*Ofsted Inspection Handbook, 2019*



## Social Development and Fundamental British Values

**Social Development promotes Fundamental Values.** The DfE guidance to schools (Nov 2014) says that schools should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Encourage respect for other people;
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied.

The *understanding and knowledge* expected of pupils includes:

- An understanding of the importance of identifying and combatting discrimination;
- An understanding of how citizens can influence decision making through the democratic process;
- An appreciation that living under the rule of law protects individuals and is essential for their wellbeing and safety.



## Social Development

<b>Intent: key descriptors from the Ofsted Inspection Handbook</b>	<b>Implementation: Range of opportunities offered</b>	<b>Impact: how this provision makes a difference</b>	<b>Priorities: future development for SIP</b>
<p><b>a. Use a range of social skills in different contexts</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>● <i>Discussion and teamwork activities in lessons as evidenced in observations and planning</i></li> <li>● <i>PSHE and SEAL lessons – planning and observations</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student Leadership Team</b> allows council and house leaders to actively participate in school governance, honing communication and collaborative skills within a leadership context.</li> <li>● <b>Super Curriculum Clubs</b> (e.g., Chess, Taekwondo, Non-Contact Boxing, Ceramics) provide diverse environments where students practice interpersonal skills in a range of collaborative and physical activities.</li> <li>● <b>School Production: <i>Matilda</i></b>, involving 57 students, encourages teamwork, communication, and performance, helping students use their social skills within the performing arts.</li> <li>● Student engagement in school and year councils</li> <li>● Sporting activities and competitions with other schools</li> <li>● Team and group activities within curriculum lessons</li> <li>● Enterprise Day encouraging</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Enhanced Communication Skills:</b> Through Student Leadership and various clubs, students demonstrate increased confidence and adaptability in social situations, effectively communicating with peers and adults.</li> <li>● <b>Teamwork and Collaboration:</b> The school production and Super Curriculum Clubs have fostered collaboration and mutual respect, enhancing students' abilities to work effectively in group settings.</li> </ul>	



	<ul style="list-style-type: none"> <li>participation and teamwork</li> <li>• Educational exchanges with partner schools in China and Spain</li> <li>• Involvement in inter-school competitions and events</li> </ul>		
<p><b>b. Work and socialise with pupils from different religious, ethnic and socio-economic backgrounds</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• <i>Twining and other links with different schools</i></li> <li>• <i>Involvement in specific projects</i></li> <li>• <i>Challenging of inappropriate prejudices by staff and pupils</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student Ambassadors &amp; Peer Mentors</b> promote inclusivity by facilitating positive interactions across diverse student groups, helping break down social barriers.</li> <li>• <b>Youth Cabinet Representation</b> by Year 10 student Edith provides opportunities for engagement with students from different backgrounds in youth-led initiatives, broadening students' understanding of diversity.</li> <li>• <b>Careers Events</b> such as speed networking and apprenticeship tasters bring together students of diverse backgrounds, encouraging mutual respect and interaction within real-world professional settings.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stronger School Unity:</b> Initiatives like Peer Mentors and the Youth Cabinet have helped create a more inclusive school environment, where students from diverse backgrounds feel valued and respected.</li> <li>• <b>Cross-Cultural Understanding:</b> Careers Events and Student Ambassadors have encouraged positive socialization across diverse groups, resulting in a greater appreciation for different backgrounds and experiences.</li> </ul>	



<p><b>c. Participating in a variety of communities and social settings, through volunteering, cooperating &amp; resolving conflicts</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"><li>• <i>Role and activity of school council</i></li><li>• <i>Discussion and teamwork activities</i></li><li>• <i>Role of prefects and monitors</i></li><li>• <i>Use of conflict resolution procedures</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Enterprise Day</b> encourages teamwork, cooperative planning, and problem-solving, allowing students to experience diverse social dynamics in a collaborative environment.</li><li>• <b>Ronnie the Therapy Dog (ELSA)</b> initiative supports mental well-being, teaching empathy and positive social interactions within the school community.</li><li>• <b>King's Group Academies Safeguarding Initiatives</b> like Safer Internet Day and Children's Mental Health Week promote responsible and safe social participation, fostering a supportive atmosphere for conflict resolution.</li><li>• Participation in musical concerts and drama performances</li><li>• Winter showcase</li></ul>	<ul style="list-style-type: none"><li>• <b>Community Engagement:</b> Enterprise Day and Therapy Dog activities have instilled a sense of community and responsibility, with students showing increased interest in volunteering and supporting one another.</li><li>• <b>Improved Conflict Resolution Skills:</b> Through Safer Internet Day and Peer Mentor support, students have become better equipped to resolve conflicts and support mental well-being among peers.</li><li>• Analysis of positive and negative behaviour across school indicates small number of incidents in classrooms.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
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# Cultural development

**Cultural development involves the experience and appreciation of the wide range of human experience in history, tradition and creative arts. It is also appreciation of the cultural and human diversity in communities.**

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain;
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities.

*Ofsted Inspection Handbook, 2019*



## Cultural Development and Fundamental British Values

**Cultural Development promotes Fundamental Values.** The DfE guidance to schools (Nov 2014) says that schools should:

- Enable students to acquire a broad general knowledge of and respect for public institutions and services;
- Further tolerance and harmony between cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.

The *understanding and knowledge* expected of pupils includes:

- An understanding that there is a separation of power between the executive and judiciary, and that while some public bodies such as the Police and the Army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to choose other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.



## Cultural Development

<i>Intent: key descriptors from the Ofsted Inspection Handbook</i>	<i>Implementation: Range of opportunities offered</i>	<i>Impact: how this provision makes a difference</i>	<i>Priorities: future development for SIP</i>
<p><b>a. Understand and appreciate the wide range of different culture and heritage in modern Britain, valuing what is shared in common</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>● <i>Special weeks or days to celebrate culture or heritage</i></li> <li>● <i>Schemes of work represent a wide range of cultural influences</i></li> <li>● <i>Participation in community, area or national events</i></li> <li>● <i>Representation of community on governing body</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reading Initiatives</b> (Heart Stopper Competition, World Book Week, and an author visit) introduce students to literature from diverse backgrounds, enhancing appreciation for British and global cultural narratives.</li> <li>● <b>Enrichment Week 2024</b> activities, including workshops in theatre costume design, protest songwriting, and mandala creation, provide students with hands-on cultural experiences, exploring both traditional and contemporary arts.</li> <li>● <b>Trips to the Natural History Museum and Glyndebourne Opera House</b> expose students to Britain's cultural heritage, emphasizing both the historical significance and shared experiences that unite diverse communities.</li> <li>● History curriculum considering the cultural and ethnic diversity that has shaped modern Britain</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Broader Cultural Awareness:</b> Students demonstrate a greater understanding of cultural diversity in Britain, as seen in positive engagement with literature and museum visits, fostering respect for the shared heritage within British society.</li> <li>● <b>Increased Cultural Appreciation:</b> Enrichment Week and Reading Initiatives have helped students develop an appreciation for both traditional and modern cultural expressions, encouraging inclusivity within the school community.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>



	<ul style="list-style-type: none"> <li>• Specific activities to recognise Black History Month and Chinese New Year</li> <li>• PSHE/RE schemes of work.</li> </ul>		
<p><b>b. Knowledge of Britain’s democratic and parliamentary system</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Curriculum coverage</li> <li>• Links with local democratic representatives</li> <li>• Projects connected with local democracy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>STEM Careers Workshops and Enrichment Week’s Dragons Den</b> engage students in innovative thinking, problem-solving, and teamwork, which echo the values of democracy and active participation within Britain’s societal framework.</li> <li>• <b>Yearbook Committee</b> activities involve students in documenting and presenting school life, fostering a sense of responsibility and ownership that aligns with democratic values of representation and community-building.</li> <li>• <b>Careers Fair</b> offers insights into different roles in civic and democratic institutions, supporting students’ understanding of various career paths within the British democratic system.</li> <li>• PSHE curriculum considering the role of democracy and the British parliamentary system</li> <li>• Visits by local MPS</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understanding of Democratic Principles:</b> Engagements like the Yearbook Committee and Dragons Den have increased students’ awareness of teamwork and representation, with students expressing a better grasp of democratic processes.</li> <li>• <b>Career Aspirations Linked to Civic Responsibility:</b> Exposure to various career opportunities during the Careers Fair has inspired students to consider roles that contribute to Britain’s democratic institutions, aligning their aspirations with civic values.</li> <li>• Very knowledgeable. Children have enjoyed participating in election based topics and considering the role and responsibilities of parliament and political parties.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



<p><b>c. Participate positively in artistic, musical, sporting and cultural opportunities</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"><li>• <i>Visits related to cultural opportunities</i></li><li>• <i>School projects in the arts – drama, art, music etc</i></li><li>• <i>Sporting events, including opportunities beyond running and chasing balls.</i></li><li>• <i>Evidence of policy to maximise access to opportunities for all students</i></li></ul>	<ul style="list-style-type: none"><li>• <b>Creative Arts Winter Showcase</b> allows 65 students to perform and express their talents before a large audience, building confidence and enthusiasm for the arts.</li><li>• <b>Ringmer Sings Youth Workshop</b> and <b>Create Music Showcase</b> for Years 7 and 8 foster a positive engagement in music, offering students opportunities to explore artistic expression and teamwork.</li><li>• <b>Sports Achievements</b> are celebrated with events like a guard of honor, promoting a positive culture around sports and encouraging students to pursue athletic excellence.</li><li>• Wide range of extra-curricular activities available to students and high participation rate</li><li>• Art department visits to Manchester galleries, Yorkshire Sculpture Park, London exhibitions</li><li>• English department visits to see contemporary and classical theatre to complement their study in the curriculum</li></ul>	<ul style="list-style-type: none"><li>• <b>Increased Artistic Engagement:</b> Students participating in the Creative Arts Winter Showcase and music workshops have shown improved confidence and skills, positively impacting their involvement in creative activities.</li><li>• <b>Enhanced School Spirit in Sports:</b> Recognition of students' sports achievements, like the guard of honor, has fostered a supportive environment, encouraging more students to participate in athletic events and celebrate their peers' success.</li></ul>	
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**d. Explore, understand and respect different faiths, races, classes and cultures**

*For example:*

- *Positive attitude from students to diversity*
- *Staff training in diversity and inclusion and evidence of whole school commitment*
- *School linking and twinning*
- *Examples of contrasting experiences of different cultures – special days and weeks*
- *Visits and visitors from faith communities*

- **Ardeche Trip to France** for Years 8 and 9 provides students with exposure to international cultures, encouraging an understanding of cultural diversity beyond Britain.
- **Carol Singing at Ringmer Village Hall** connects students with the local community, fostering respect and appreciation for both cultural tradition and community diversity.
- **Workshops on cultural diversity** (e.g., protest songwriting, mandalas) during Enrichment Week offer students ways to understand different cultures and their modes of expression, cultivating an environment of respect for all backgrounds.
- European Day of Languages to celebrate the cultural and linguistic diversity within the school community · Celebration days from other cultures e.g. Chinese New Year
- In school theatre performances (Matilda) celebrating diversity and tolerance ·
- Literature studied in English lessons from a variety of different cultures to celebrate diversity and promote tolerance
- RE and PSHE scheme of work.

- **Heightened Respect for Diversity:** Through international trips, cultural workshops, and local community events, students have shown increased openness to and respect for diverse cultures and backgrounds, strengthening the school's inclusive ethos.
- **Strengthened Community Connections:** Activities such as carol singing and the Village Hall events have reinforced a sense of belonging and mutual respect, bridging cultural gaps within the local community and fostering a positive school-community relationship.
- Character curriculum teaching CARE principles.



<b>Spiritual Development:</b>	<b>Moral Development:</b>	<b>Social Development:</b>	<b>Cultural Development:</b>
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### **SMSC Overview for the English Curriculum**

The English curriculum at our school is designed to cultivate well-rounded, confident individuals who are equipped to navigate the complexities of the modern world. Across Key Stage 3 (Years 7-9) and Key Stage 4 (Years 10-11), students engage with a diverse array of texts, from classic literature to contemporary nonfiction, fostering critical thinking and empathy. In Year 7, works such as Roald Dahl's *Boy* and Phillip Pullman's adaptation of *Frankenstein* encourage students to explore their own identities and moral dilemmas, while discussions around the characters in *Dracula* prompt them to reflect on ethical decision-making. By delving into cultural poetry, students gain insight into the experiences of others, enhancing their social awareness and understanding of different perspectives.

As students progress to Key Stage 4, they encounter a rich tapestry of literature that challenges them to think deeply about societal issues and personal responsibility. Texts like *A Christmas Carol* and *I Am Malala* encourage discussions about social justice, resilience in the face of adversity, and the importance of kindness toward others. Works such as *Animal Farm* and *An Inspector Calls* further develop their understanding of moral and ethical considerations, urging them to critically analyze power structures and their implications in society. This curriculum not only nurtures literary skills but also instills a sense of ambition, inspiring students to engage thoughtfully with the world around them.

The SMSC elements are embedded throughout the curriculum, ensuring a holistic approach to student development. Socially, students collaborate in discussions, enhancing their communication and teamwork skills. Morally, they grapple with complex themes and ethical dilemmas in literature, fostering a strong sense of personal and social responsibility. Spiritually, they engage with diverse texts that invite self-reflection and the exploration of their beliefs and values. Culturally, exposure to a wide range of literary voices broadens their worldview and cultivates an appreciation for different cultures and histories. In fostering the school values of kindness, ambition, and resilience, the English curriculum prepares students to be empathetic, goal-oriented individuals who can thrive in a global community.

#### **SMSC Key Elements:**

**Social:** Engaging with diverse texts and discussions fosters empathy, communication skills, and an understanding of social justice and responsibilities.

**Moral:** The curriculum prompts students to reflect on ethical dilemmas, the consequences of choices, and the importance of values in personal and social contexts.

**Spiritual:** Students are encouraged to explore their identities and beliefs through literature, leading to personal reflection and a deeper understanding of the human experience.

**Cultural:** Exposure to a variety of cultural texts and perspectives broadens students' appreciation for diversity, fostering a sense of global citizenship and cultural awareness.

#### **School Values:**

**Kindness:** Emphasizing empathy and compassion in literary analysis and discussions.

**Ambition:** Encouraging students to pursue excellence and challenge themselves through diverse texts.

**Resilience:** Teaching students to confront and analyze complex issues with perseverance and critical thinking.

### **SMSC Overview for the Maths Curriculum**

The Maths curriculum at our school is designed to develop well-rounded, confident individuals who are prepared to meet the challenges of the modern world. Throughout Key Stage 3 (Years 7-9), students engage with foundational mathematical concepts such as number sense, algebra, geometry, and data handling. These concepts are not only crucial for academic success but also enhance logical reasoning and problem-solving skills essential for everyday life. The curriculum promotes resilience as students tackle increasingly complex topics, such as calculating with negative numbers and understanding Pythagoras' Theorem. By engaging in collaborative problem-solving activities, students also cultivate social skills and learn the importance of teamwork and communication, which align with our school values.

In Key Stage 4 (Years 10-11), the curriculum deepens students' understanding of mathematical principles while challenging them to apply their knowledge in practical contexts. Students explore advanced topics, including inequalities, quadratic equations, and statistical measures, which prepare them for further education and future careers. The emphasis on real-world applications—such as calculating percentages in finance or interpreting statistical data—ensures that students recognize the relevance of mathematics in various aspects of life. This relevance not only promotes ambition as students strive



for academic excellence but also encourages them to think critically about the world around them, fostering a sense of responsibility and ethical awareness.

The integration of SMSC themes throughout the Maths curriculum reinforces the holistic development of students. Socially, group projects and peer learning encourage collaboration and communication, essential skills in any community. Morally, discussions around data interpretation and its implications—such as using statistics responsibly in media—nurture a sense of ethical responsibility. Spiritually, the curriculum fosters a growth mindset, encouraging students to embrace challenges and learn from mistakes. Culturally, students explore mathematical concepts that have historical significance across different cultures, enhancing their appreciation for the diversity of mathematical thought. Overall, the Maths curriculum effectively instills the values of kindness, ambition, and resilience, ensuring that students are well-prepared to contribute positively to society.

#### **SMSC Key Elements:**

Social: Group work and collaborative problem-solving foster teamwork and effective communication.

Moral: Discussions on ethical considerations in data interpretation nurture a sense of responsibility and integrity.

Spiritual: Encouraging a growth mindset helps students embrace challenges, fostering personal growth and resilience.

Cultural: Exploration of mathematics' historical and cultural significance enhances appreciation for diverse perspectives.

#### **School Values:**

Kindness: Emphasized through collaborative learning and supportive peer interactions.

Ambition: Cultivated by encouraging students to set high academic goals and strive for excellence.

Resilience: Developed by tackling challenging concepts and learning to overcome obstacles in problem-solving.

### **SMSC Overview for the Biology Curriculum**

The Biology curriculum aims to develop students' understanding of the living world and the interconnectedness of organisms within their environments, laying a strong foundation for Key Stage 3 (Years 7-9) and preparing them for advanced studies in Key Stage 4 (Years 10-11). In Key Stage 3, students engage with fundamental concepts such as cells, ecosystems, and genetics, fostering their scientific inquiry skills through hands-on experiments and collaborative projects. This practical approach nurtures social skills by encouraging teamwork and effective communication. Additionally, discussions around topics like interdependence and plant reproduction promote a sense of responsibility toward nature, aligning with the school's vision of cultivating well-rounded individuals who show kindness towards all living things.

As students progress to Key Stage 4, the curriculum deepens their understanding of biological systems and processes, including human anatomy, disease prevention, and ecological balance. Topics such as photosynthesis, respiration, and genetics allow students to explore the complexities of life at both the micro and macro levels. Ethical discussions about genetic engineering and environmental conservation challenge students to think critically about their impact on the world, fostering a sense of ambition as they consider their roles as informed citizens. Moreover, the curriculum emphasizes resilience by teaching students how to analyze data and adapt their understanding in the face of new evidence, preparing them for future academic and career challenges.

The Biology curriculum interweaves SMSC themes that contribute to holistic student development. Socially, it promotes collaboration through group activities and discussions. Morally, it engages students in ethical considerations related to biology, such as genetic modification and biodiversity conservation. Spiritually, students develop a sense of awe for the complexity of life and the importance of sustainable practices. Culturally, the curriculum explores how biological concepts apply across diverse societies, enriching students' global awareness. By integrating these elements, the curriculum not only imparts essential scientific knowledge but also exemplifies the school's values of kindness, ambition, and resilience, ensuring students emerge as confident individuals ready to face the challenges of a dynamic world.

#### **SMSC Key Elements:**

Social: Collaborative projects and discussions foster teamwork and effective communication skills.

Moral: Ethical discussions surrounding genetic engineering and environmental issues promote responsible decision-making.

Spiritual: Students develop a sense of wonder and appreciation for the complexity of life and the interdependence of ecosystems.

Cultural: The curriculum explores the biological contributions of various cultures, enhancing global awareness and understanding.



#### **School Values:**

Kindness: Encouraged through environmental stewardship and empathy toward living organisms.

Ambition: Fostered by engaging students with challenging scientific concepts and real-world applications.

Resilience: Developed through critical analysis of data and adapting to new information in scientific inquiry.

### **SMSC Overview for the Chemistry Curriculum**

The Chemistry curriculum at our school aims to develop well-rounded, confident students who are equipped for the modern world and its global challenges. At Key Stage 3 (Years 7-9), students are introduced to foundational topics such as the particle model, chemical reactions, and Earth's structure, progressing to more complex subjects like the periodic table and climate resources. These units not only build a strong scientific understanding but also encourage curiosity about the world and its interconnected systems. Through collaborative lab work, students develop social skills and learn the value of teamwork, laying the groundwork for essential skills in communication, resilience, and ethical consideration.

In Key Stage 4 (Years 10-11), students delve deeper into chemistry with advanced topics including atomic structure, bonding, electrolysis, organic chemistry, and environmental science. The curriculum integrates practical applications, helping students understand the impact of chemistry on everyday life, from medical developments to resource management and climate sustainability. By discussing the ethical implications of topics such as fossil fuels and sustainable resources, students learn to evaluate the moral responsibilities of scientific advancements and to appreciate the role of chemistry in addressing global issues. This encourages students to think critically and cultivate a sense of moral and ethical awareness.

The Chemistry curriculum is underpinned by a commitment to promoting SMSC (Social, Moral, Spiritual, Cultural) elements. Socially, students engage in group experiments and collaborative projects, developing effective communication and respect for diverse perspectives. Morally, they consider the ethical responsibilities of chemical processes, especially regarding environmental impact and sustainable practices. Spiritually, topics like the atomic structure, the universe, and natural resources inspire awe and curiosity, fostering an appreciation for the complexity of the natural world. Culturally, students learn about scientific contributions from diverse cultures and historical periods, promoting an understanding of chemistry as a global field.

Through this integration of SMSC, the Chemistry curriculum reinforces the school's core values of kindness, ambition, and resilience, ensuring students are prepared to make positive contributions to society.

#### **SMSC Key Elements**

Social: Fosters teamwork and communication through group experiments and discussions, helping students develop collaboration skills.

Moral: Engages students in ethical considerations of environmental sustainability and resource use, encouraging a sense of responsibility.

Spiritual: Inspires curiosity and reflection through the study of atomic structures, the universe, and life's building blocks.

Cultural: Highlights diverse cultural and historical contributions to scientific progress, encouraging respect for global scientific achievements.

#### **School Values**

Kindness: Emphasized through collaborative learning, fostering respect and empathy in group activities.

Ambition: Encouraged by challenging students with complex topics and inspiring them to achieve academic excellence.

Resilience: Developed as students engage with rigorous scientific concepts, learning persistence through problem-solving and practical experiments.

Through these SMSC elements and school values, the Chemistry curriculum supports students' holistic growth, preparing them to be ethical, ambitious, and resilient individuals ready to contribute to a dynamic world.

### **SMSC Overview for the Physics Curriculum**

The Physics curriculum at our school is designed to cultivate well-rounded, confident individuals who are prepared to address the scientific, social, and ethical challenges of the modern world. Throughout Key Stage 3 (Years 7-9), students develop a foundational understanding of core concepts such as forces, energy, and waves. These topics introduce students to the principles governing the natural world, encouraging curiosity about how things work. Collaborative experiments and group discussions foster essential communication skills and teamwork, reflecting the school's value of kindness through peer support and shared learning. The curriculum helps students make connections between scientific concepts and real-world applications, underscoring the importance of ambition in academic growth and resilience when tackling challenging content.

In Key Stage 4 (Years 10-11), students deepen their understanding with advanced topics such as energy conservation, electricity, radioactivity, and electromagnetism. This stage is designed to challenge students intellectually, equipping them to critically assess complex phenomena and to consider their implications for society, technology, and the environment. Through discussions on energy resources,



radioactivity, and environmental impact, students develop a moral awareness of scientific responsibilities. They also learn to value the cultural contributions to science by exploring the achievements of scientists from diverse backgrounds, promoting an appreciation of physics as a global, collaborative field.

The Physics curriculum integrates SMSC values, encouraging students to reflect on the ethical, social, and cultural dimensions of scientific discovery. Socially, collaborative projects and discussions help students appreciate the importance of teamwork in scientific progress. Morally, ethical considerations surrounding topics like energy sustainability and radioactivity foster a sense of responsibility towards society and the environment. Spiritually, the curriculum encourages a sense of wonder through topics like space exploration and the laws of physics, inspiring students to engage with the mysteries of the universe. Culturally, the study of scientific advancements from around the world enriches students' understanding of physics and highlights the universal quest for knowledge and innovation.

By embedding the school's values of kindness, ambition, and resilience into the Physics curriculum, students are prepared to think critically, to approach challenges with confidence, and to contribute meaningfully to society.

#### **SMSC Key Elements:**

Social: Encourages teamwork and communication through collaborative experiments and group discussions, developing respect and understanding.

Moral: Engages students in ethical considerations around sustainability, energy use, and environmental impact, instilling a sense of social responsibility.

Spiritual: Inspires curiosity and wonder about natural laws, space, and matter, fostering reflection and a deeper appreciation of the universe.

Cultural: Highlights global scientific contributions and diverse perspectives, enriching students' understanding of the shared human pursuit of scientific knowledge.

#### **School Values:**

Kindness: Emphasized through collaborative learning environments where students support each other's growth.

Ambition: Fostered by encouraging students to strive for excellence in understanding complex scientific principles.

Resilience: Developed by challenging students with advanced topics and encouraging perseverance through complex problem-solving tasks.

This curriculum, through its SMSC connections and core values, supports students in becoming thoughtful, informed, and resilient individuals ready to contribute positively to the world.

## **SMSC Overview for the Computer Science Curriculum**

The Computer Science curriculum at our school is designed to develop well-rounded, confident individuals who are prepared to navigate and shape the digital world. In Key Stage 3 (Years 7-9), students begin by mastering essential skills like online safety, malware awareness, and ethical technology use. The curriculum introduces programming, data representation, and cybersecurity, fostering moral awareness around privacy, data integrity, and responsible digital interaction. By learning programming languages and web development, students build resilience through debugging and problem-solving, while group projects cultivate kindness and collaboration as they work together on digital solutions. These skills and values equip students to become thoughtful and ethical participants in the digital world.

In Key Stage 4 (Years 10-11), the curriculum expands to cover advanced programming, systems architecture, cybersecurity, and ethical computing. Students engage deeply with the ethical, legal, and environmental aspects of computer science, discussing topics like data security, privacy rights, and the environmental impact of technology. This helps students understand the moral implications of technology and consider their responsibility in using digital tools wisely. Through computational thinking and algorithm design, they develop logical reasoning and resilience, tackling challenging tasks that prepare them for future academic and professional pursuits.

The Computer Science curriculum's integration of SMSC elements nurtures students' awareness of the digital landscape's broader impact. Socially, teamwork in project-based learning emphasizes collaborative skills vital for any workplace, while discussions on bias in data and algorithm design highlight the importance of ethical decision-making. Spiritually, students are encouraged to appreciate the transformative power of technology, considering how it impacts human creativity, knowledge sharing, and global connectivity. Culturally, the curriculum broadens students' perspectives by exploring the contributions of pioneers from diverse backgrounds and the worldwide impact of technological innovations.

By embedding the values of kindness, ambition, and resilience throughout the Computer Science curriculum, students are empowered to become proactive, ethical, and adaptable individuals. They learn to use technology responsibly, striving to innovate with integrity and contribute positively to an interconnected world.

#### **SMSC Key Elements:**

Social: Collaborative digital projects promote teamwork and effective communication, fostering empathy and respect.

Moral: Ethical considerations, including privacy, data security, and digital bias, instill a sense of responsibility and accountability.

Spiritual: Appreciation for technology's role in human progress fosters curiosity and reflection on the positive impact of digital advancements.



Cultural: Exposure to the global contributions and diversity in computing promotes cultural awareness and respect for diverse perspectives.

#### **School Values:**

Kindness: Promoted through collaborative projects where students support and learn from each other.

Ambition: Fostered by challenging students to develop complex solutions and continually improve their programming skills.

Resilience: Developed by engaging students in problem-solving tasks that require persistence and adaptability in the face of challenges.

This curriculum aligns with our school vision by equipping students to be thoughtful, skilled, and responsible digital citizens, ready to contribute meaningfully to the world.

### **SMSC Overview for the Geography Curriculum**

The Geography curriculum at our school aims to develop well-rounded, globally aware, and confident individuals ready to face the challenges of the modern world. In Key Stage 3 (Years 7-9), students engage with foundational topics such as extreme weather, resource management, and climate change, fostering an appreciation for the interconnectedness of natural systems and human societies. By examining regions like Russia, Southeast Asia, and Africa, students develop a strong cultural understanding and learn to view global issues through diverse perspectives. Collaborative projects and group activities encourage social skills and teamwork, fostering kindness as students work together to solve problems and discuss the impact of human actions on the environment.

In Key Stage 4 (Years 10-11), the curriculum delves deeper into complex topics such as urbanization, economic development, natural hazards, and resource management. Students critically analyze real-world issues, considering the moral implications of topics such as sustainable resource use and the effects of economic inequality. Fieldwork opportunities and urban studies help students appreciate the importance of sustainable development and responsible citizenship, encouraging them to think about their role in promoting a fair and balanced world. These lessons nurture ambition as students apply their knowledge to global contexts, preparing them for further education and future careers.

Throughout the Geography curriculum, the integration of SMSC themes supports the holistic development of students. Socially, group projects and discussions on current global challenges promote teamwork, empathy, and effective communication. Morally, topics such as climate change and economic disparity help students consider the ethical dimensions of human activity and the importance of responsible stewardship of the planet. Spiritually, the curriculum encourages students to reflect on their place in the world, inspiring curiosity and respect for the beauty of diverse ecosystems and human cultures. Culturally, students explore different perspectives, deepening their understanding of the values, traditions, and challenges faced by communities worldwide.

This curriculum aligns with our school's vision by embedding the values of kindness, ambition, and resilience. By encouraging collaboration, critical thinking, and real-world application, Geography fosters students' growth into thoughtful, informed citizens who are ready to make a positive impact on society.

#### **SMSC Key Elements:**

Social: Group projects and collaborative discussions promote teamwork, empathy, and effective communication skills.

Moral: Exploring ethical issues in environmental sustainability and economic development fosters a sense of responsibility.

Spiritual: Reflecting on global ecosystems and cultural diversity nurtures curiosity and respect for the world.

Cultural: Examining diverse regions and global perspectives enhances students' appreciation for cultural diversity and global interdependence.

#### **School Values:**

Kindness: Emphasized through collaborative learning and respect for different cultures and viewpoints.

Ambition: Cultivated by encouraging students to understand and tackle complex global challenges.

Resilience: Developed through tackling challenging topics and applying critical thinking to real-world issues.

This curriculum prepares students to be compassionate, knowledgeable, and proactive individuals, ready to engage with and contribute positively to an interconnected world.

### **SMSC Overview for the History Curriculum**

The History curriculum at our school is carefully structured to support the development of well-rounded, confident students who are prepared to engage thoughtfully with the world. Across Key Stage 3 (Years 7-9), students explore diverse historical events, societies, and power structures, beginning with the Norman Conquest and progressing through key periods such as the Tudor reign, the Atlantic Slave



Trade, and the Industrial Revolution. These studies provide a strong foundation in understanding Britain's heritage and complex societal shifts, fostering social awareness and moral reflection. Students discuss historical events within their social and ethical contexts, engaging with questions about power, human rights, and justice—core components that align with our school's vision of producing students who are world-ready.

At Key Stage 4 (Years 10-11), students deepen their understanding through in-depth studies of significant global and British historical contexts, including Weimar and Nazi Germany, the Cold War, and the evolution of migration in Britain. This exploration into more recent and often challenging histories encourages students to critically analyze the consequences of historical actions on human rights, freedoms, and ethical decisions. Through studying these complex topics, students learn to value democratic principles, tolerance, and social responsibility, all while developing resilience in the face of difficult content. The curriculum nurtures ambition by encouraging students to aspire to make positive impacts in society based on the lessons learned from history.

The spiritual dimension of the History curriculum is addressed as students engage with human motivations, beliefs, and diverse cultural experiences. By exploring past societies and their values, such as in studies on the British Empire and the Great War, students learn to reflect on humanity's shared qualities and appreciate different perspectives. Topics like colonialism and democracy offer opportunities for students to examine the role of moral courage in social change, further connecting to the school's values of kindness and resilience. This reflective approach helps students build empathy and a deeper sense of their role in society, supporting the school's goal of fostering well-rounded individuals.

Culturally, the curriculum encourages students to recognize and respect the varied backgrounds, faiths, and traditions that have shaped both Britain and the world. Key historical events, including migration, political reforms, and global conflicts, highlight the impact of diverse cultures on British identity and encourage an appreciation for multiculturalism. This cultural awareness is essential to students' understanding of their place in the world, and it aligns with the school's values by promoting kindness through respect for others, ambition through a commitment to informed citizenship, and resilience by confronting complex histories with an open mind.

#### SMSC Key Elements:

**Social:** Students collaborate on projects and discussions, developing communication skills and teamwork while learning about social justice and civic responsibility.

**Moral:** Through examining historical events, students discuss ethical questions around justice, human rights, and responsibility, cultivating a strong moral compass.

**Spiritual:** The curriculum encourages reflection on human experiences and shared values across time, fostering empathy and introspection.

**Cultural:** Exploring Britain's multicultural history enhances students' appreciation for diverse perspectives and the role of cultural exchange in shaping societies.

#### School Values:

**Kindness:** Promoted through an appreciation of diverse histories and the importance of respectful dialogue on sensitive topics.

**Ambition:** Cultivated by inspiring students to engage with complex histories, think critically, and strive for social awareness and responsibility.

**Resilience:** Developed through confronting challenging historical content and learning to reflect on past and present injustices constructively.

### **SMSC Overview for the French Curriculum**

The French curriculum at our school is designed to develop confident, globally-minded individuals ready to engage with a multicultural world. In Key Stage 3 (Years 7-9), students begin by learning foundational French vocabulary, grammar, and pronunciation through themes such as family, school life, and travel. Lessons integrate social elements as students engage in paired conversations and group activities, fostering communication skills and empathy. Students also explore French culture, cuisine, and festivals, cultivating a cultural appreciation that expands their worldview. This approach emphasizes kindness through mutual respect and collaborative learning, helping students develop an inclusive mindset.

In Key Stage 4 (Years 10-11), the curriculum broadens to cover complex themes such as global issues, international perspectives, and future aspirations, including study and work. Students analyze French media, discuss global environmental issues, and explore cultural nuances, nurturing a moral awareness of global responsibility. They are encouraged to express opinions, compare international practices, and consider different cultural perspectives, instilling ambition and inspiring personal growth. Discussions around social justice and ethical concerns further deepen students' appreciation for the broader impact of language, preparing them to communicate and collaborate on a global scale.

The SMSC themes throughout the French curriculum provide a foundation for holistic student development. Socially, group conversations and peer-supported learning enhance communication skills and promote active listening, fostering a supportive classroom environment. Morally, students engage with themes like personal goals, global citizenship, and ethical issues, building a sense of responsibility and compassion. Spiritually, exploring the beauty of language and cultural diversity fosters an appreciation for the richness of different worldviews, while discussions on family traditions and cultural values help students understand and respect different lifestyles. Culturally, learning about French customs, art, and history allows students to connect with diverse communities and appreciate the value of multilingualism in our interconnected world.



Aligned with our school values, the French curriculum teaches kindness through respect for diverse perspectives, ambition through language mastery and cultural knowledge, and resilience through the commitment to learning and communication. Overall, the curriculum prepares students to engage meaningfully with the world, fostering empathy, cultural understanding, and the confidence to contribute to society.

#### **SMSC Key Elements:**

Social: Collaborative conversations and group tasks promote communication skills, teamwork, and empathy.

Moral: Discussions around personal and global issues instill a sense of responsibility and ethical awareness.

Spiritual: Exposure to the richness of language and culture fosters respect for diversity and self-reflection.

Cultural: Learning about French customs, values, and traditions enhances cultural awareness and appreciation.

#### **School Values:**

Kindness: Emphasized through respectful engagement with diverse cultures and supportive classroom interactions.

Ambition: Cultivated through mastery of language skills and engagement with complex global themes.

Resilience: Developed by tackling the challenges of language acquisition and embracing learning growth.

This curriculum empowers students to become compassionate, resilient global citizens who are ready to contribute positively to an interconnected world.

### **SMSC Overview for the Spanish Curriculum**

The Spanish curriculum at our school is crafted to shape well-rounded, confident, and culturally aware individuals who are ready to thrive in a global society. At Key Stage 3 (Years 7-9), students develop essential language skills through themes such as family dynamics, natural wonders, and personal choices. This stage emphasizes social engagement by encouraging students to communicate in Spanish with peers, building listening and speaking skills in a collaborative setting. Lessons explore diverse aspects of Spanish-speaking cultures, fostering respect and kindness as students recognize the value of different lifestyles and traditions. By discussing personal choices and future aspirations, students are guided to reflect on the impact of their decisions, enhancing moral understanding and cultivating resilience.

In Key Stage 4 (Years 10-11), the curriculum expands into more sophisticated topics, such as lifestyle choices, self-expression, and career ambitions. Students delve into discussions around cultural practices, social issues, and ethical considerations, such as environmental responsibility and personal wellness. These discussions instill ambition, as students are encouraged to set language goals and strive for improvement. Through modules on global perspectives and future planning, students learn about personal and professional growth opportunities, developing a broader understanding of the world. This stage builds resilience as students tackle increasingly challenging grammar and vocabulary, applying them in practical contexts, such as conversations on future studies and career paths.

The integration of SMSC elements throughout the Spanish curriculum contributes to students' holistic development. Socially, group conversations, role-play, and language games promote active listening, empathy, and respect for diverse opinions. Morally, exploring topics around lifestyle choices and environmental responsibility helps students build a strong ethical foundation. Spiritually, by discussing their goals and personal journeys in Spanish, students develop self-awareness and learn to appreciate growth, while culturally, studying Spanish-speaking countries' festivals, arts, and history enriches their appreciation of global diversity. This curriculum, therefore, nurtures kindness, ambition, and resilience, preparing students to be empathetic, responsible citizens.

#### **SMSC Key Elements:**

Social: Interactive tasks build communication skills, empathy, and cooperation in a supportive environment.

Moral: Topics like lifestyle choices and environmental impact help foster a sense of responsibility and integrity.

Spiritual: Reflecting on personal goals encourages self-awareness and the development of a growth mindset.

Cultural: Learning about the customs, celebrations, and history of Spanish-speaking countries broadens cultural appreciation.

#### **School Values:**

Kindness: Fostered through respectful interactions and appreciation of diverse perspectives.

Ambition: Encouraged by setting and pursuing challenging language-learning goals.

Resilience: Developed through tackling complex language concepts and embracing perseverance in learning.

The Spanish curriculum ultimately equips students with the linguistic and cultural awareness necessary to contribute meaningfully to an interconnected world.

### **SMSC Overview for the Religious Education Curriculum**



The Religious Education (RE) curriculum at our school supports the development of well-rounded, confident students who are equipped with the knowledge, understanding, and skills needed to thrive in a diverse world. In Key Stage 3 (Years 7-9), students are introduced to the core beliefs, practices, and values of major world religions, including Christianity, Judaism, Islam, Hinduism, Buddhism, and Sikhism. This foundation not only provides students with an appreciation of cultural and religious diversity but also fosters respect for different perspectives and ways of life. Through this, students begin to build a framework of kindness and empathy as they learn about religious values that emphasize compassion, community, and ethical conduct.

In Key Stage 4 (Years 10-11), students delve into philosophical and ethical studies, exploring complex questions about existence, morality, and the application of ethical theories to real-life scenarios. These topics encourage students to critically analyze and understand the principles that shape human behavior, encouraging them to think deeply about the impact of their actions on others. By debating ethical dilemmas and moral issues, students develop a strong moral compass, reinforcing resilience in upholding values of fairness and justice even when faced with challenging perspectives.

The RE curriculum emphasizes social development through discussions and collaborative projects, where students share insights and respectfully engage with differing beliefs and viewpoints. This collaborative approach enables students to hone their communication skills and deepen their understanding of the social structures within various religions, helping them appreciate the role of faith communities in fostering social cohesion. Moreover, cultural exploration of religious festivals, practices, and historical contexts enhances students' awareness and appreciation of global diversity, which is crucial in preparing them for a multicultural world.

Spiritually, RE invites students to reflect on purpose, identity, and meaning as they study beliefs about life, death, and the nature of reality. This reflection fosters a growth mindset that encourages students to ask questions and seek personal understanding. By fostering ambition in personal growth and respect for the beliefs of others, the curriculum instills resilience, helping students to confidently navigate the complexities of life with an open, inclusive outlook.

#### SMSC Key Elements:

**Social:** Collaborative discussions encourage respectful engagement and understanding of diverse perspectives.

**Moral:** Ethical explorations of complex dilemmas develop students' sense of justice and responsibility.

**Spiritual:** Reflection on purpose and meaning fosters a growth mindset, helping students explore their beliefs.

**Cultural:** Exploration of global religious practices and traditions enhances students' appreciation for cultural diversity.

#### School Values:

**Kindness:** Reinforced through empathetic learning about various religions' values of compassion and community.

**Ambition:** Cultivated through in-depth study and the pursuit of personal growth in understanding others.

**Resilience:** Developed by engaging in challenging moral and philosophical questions with open-mindedness and respect.

### **SMSC Overview for the Music Curriculum**

The Music curriculum at our school is crafted to develop well-rounded, confident individuals who are prepared to thrive in a globally connected world. In Key Stage 3 (Years 7-9), students gain foundational skills in rhythm, notation, ensemble performance, and various musical styles from both Western and non-Western traditions. Through projects like ensemble performances and keyboard skills, students build resilience by mastering increasingly complex music pieces, promoting self-discipline and a commitment to growth. Additionally, social skills are cultivated through collaborative projects, where students experience the importance of teamwork, active listening, and supporting peers in musical ensembles.

In Key Stage 4 (Years 10-11), the curriculum deepens students' understanding of musical theory, performance, and composition. By exploring genres such as film music, jazz, and musical theatre, students are encouraged to consider the emotional and moral implications of music, enhancing empathy and cultural appreciation. These experiences provide opportunities for students to engage with spiritual and moral themes, such as the power of music to convey complex human emotions and influence cultural narratives. Through solo and group performances, students refine their musical abilities while developing a sense of responsibility and pride in their contributions to the collective work.

The SMSC themes are carefully integrated throughout the Music curriculum to support students' holistic development. Spiritually, students reflect on how music conveys meaning and emotions, helping them explore their own identity and values. Morally, students consider the ethical implications of copyright and the responsibilities of musicians and creators in honoring the work of others. Socially, students learn the importance of effective collaboration, building empathy and communication skills as they perform in ensembles and support peers' creative efforts. Culturally, students explore diverse musical traditions, gaining insight into the historical and global significance of music and enhancing their appreciation for cultural diversity.



Overall, the Music curriculum instills the school values of kindness, ambition, and resilience. Kindness is fostered through collaborative learning environments where students support each other's growth and celebrate achievements. Ambition is encouraged as students set high standards for performance and composition, pushing their creative boundaries. Resilience is developed through the process of learning challenging pieces and refining their skills, helping students build confidence and a growth mindset that prepares them for future endeavors.

#### SMSC Key Elements:

Social: Collaborative ensemble work and group performances foster teamwork, active listening, and communication.

Moral: Discussions around copyright and ethical responsibilities in music nurture integrity and respect for the work of others.

Spiritual: Reflection on music's emotional impact allows students to explore personal values and meaning in their creative expression.

Cultural: Exploration of diverse musical styles and traditions enhances appreciation for global perspectives and cultural diversity.

#### School Values:

Kindness: Emphasized through collaborative and supportive group performances, encouraging empathy and mutual respect.

Ambition: Cultivated by encouraging students to set and pursue high standards in performance and creative expression.

Resilience: Developed through mastering challenging music pieces and overcoming obstacles in the learning process, building a growth mindset.

### **SMSC Overview for the PSHE Curriculum**

The PSHE curriculum in our school is designed to foster the growth of well-rounded, confident individuals, preparing them to engage responsibly and empathetically in an ever-evolving world. At Key Stage 3 (Years 7–9), the curriculum explores core themes of mental and physical health, British values, and interpersonal relationships, all of which serve as foundations for students' personal and social development. Through discussions on mental health, students gain self-awareness and resilience, recognizing the importance of emotional well-being. Physical health education encourages a holistic understanding of the body, enabling students to make informed, healthy lifestyle choices. Additionally, by exploring British values, students develop respect and understanding of the principles of democracy, tolerance, and the rule of law, equipping them to contribute positively to society.

At Key Stage 4 (Years 10–11), the curriculum expands upon these foundational themes to promote a deeper understanding of self and society. Topics like relationships and sexual education (RSE), mental health, and future career aspirations encourage students to engage in thoughtful decision-making and self-reflection. RSE, in particular, guides students in developing respectful and responsible relationships, fostering moral awareness and compassion. Meanwhile, career-focused sessions and work experience opportunities help students envision their roles within the wider community, strengthening their ambition and resilience as they plan for life beyond school. Mental health continues as a focus, helping students build coping mechanisms to manage stress and anxiety as they transition into young adulthood.

The PSHE curriculum integrates SMSC themes across all topics, ensuring holistic personal development. Socially, group discussions and peer activities foster cooperation, empathy, and mutual respect, while encouraging students to support one another. Morally, students are prompted to consider the consequences of their actions in areas such as substance use and relationships, cultivating integrity and accountability. Spiritually, themes of self-awareness and growth help students reflect on personal values, beliefs, and the purpose they find in life's challenges. Culturally, lessons on British values, diversity, and citizenship emphasize inclusivity and appreciation for different backgrounds, creating an environment that celebrates diversity and global awareness.

In alignment with our school's values of kindness, ambition, and resilience, the PSHE curriculum nurtures a caring, motivated, and determined mindset in students. Through learning about kindness and respect in relationships, students understand the importance of empathy and support within their communities. Ambition is encouraged as students explore potential career paths, set personal goals, and develop their sense of purpose. Resilience is fostered through challenging discussions around mental health, peer pressure, and life's inevitable setbacks, helping students learn to adapt and overcome adversity, building confidence and a readiness to face the world.

#### SMSC Key Elements:

Social: Collaborative discussions and peer interactions build teamwork, empathy, and mutual respect.

Moral: Students reflect on choices and responsibilities in relationships and substance use, fostering integrity and ethical awareness.

Spiritual: Self-reflection activities encourage personal growth, values exploration, and purpose.

Cultural: Education on diversity and British values promotes inclusivity, tolerance, and global awareness.



#### School Values:

Kindness: Emphasized through lessons on empathy, respect, and positive relationship-building.

Ambition: Cultivated by exploring career goals, setting personal aspirations, and building self-confidence.

Resilience: Developed through mental health education, adapting to challenges, and learning perseverance.

### **SMSC Overview for the Design Technology Curriculum**

The Design Technology (DT) curriculum at our school is tailored to nurture well-rounded, confident, and “world-ready” students. From Key Stage 3 (Years 7–9), the curriculum lays a foundation in practical and creative design thinking through projects that build technical drawing skills and involve Computer-Aided Design (CAD) and Computer-Aided Manufacturing (CAM). Activities such as crafting Tatty Devine jewelry, creating Memphis wall clocks, and producing educational mechanical cam toys encourage students to think about the design process from concept to production. These experiences foster a growth mindset, allowing students to embrace challenges and innovate, aligning with the school’s ambition to inspire resilience and personal growth.

In Key Stage 4 (Years 10–11), students delve deeper into the practical and theoretical aspects of design, including studying the environmental impact of materials and sustainable energy. Projects like designing spice racks or working with smart materials and composite materials emphasize sustainability, a moral responsibility that instills ethical awareness in students. The NEA (Non-Examination Assessment) project, a core component of GCSE DT, provides students with an opportunity to apply all their skills in a substantial, independent project, fostering ambition and a sense of accomplishment. Food and Nutrition lessons also reinforce social responsibility, teaching students about nutrition, food provenance, and food choice, while encouraging critical thinking about food sustainability.

The SMSC elements are woven throughout the DT curriculum. Socially, students work collaboratively, sharing ideas, discussing designs, and learning from each other’s perspectives, strengthening teamwork and communication skills. Morally, discussions about material choice, product impact, and sustainable practices encourage students to consider the ethical dimensions of their work. Spiritually, students reflect on the creative process, which nurtures personal growth, self-expression, and a sense of purpose. Culturally, students engage with diverse design influences such as Art Nouveau and Memphis, broadening their appreciation for the historical and global influences that shape modern design.

Overall, the DT curriculum promotes the school’s values of kindness, ambition, and resilience. By working together on projects and supporting one another’s learning, students practice kindness and empathy. Their ambition is sparked by opportunities to develop high-level design skills and create purposeful products. Resilience is a natural outcome as students face design challenges, learning to adapt and persevere, preparing them to meet real-world demands confidently and with integrity.

#### SMSC Key Elements:

Social: Collaborative projects foster teamwork and communication, essential for community engagement.

Moral: Ethical considerations of sustainability and product impact nurture a sense of responsibility.

Spiritual: Creative projects promote self-reflection and personal growth, supporting students’ spiritual development.

Cultural: Exposure to diverse design movements enhances students’ appreciation for global cultural influences.

#### School Values:

Kindness: Encouraged through collaborative projects and peer support.

Ambition: Cultivated through opportunities to create ambitious designs and innovate with new materials.

Resilience: Developed as students tackle complex projects, learning to overcome challenges through persistence.

### **SMSC Overview for the Art Curriculum**

The Art curriculum at our school is designed to foster creativity, self-expression, and cultural understanding, aligning with our vision to develop well-rounded, confident individuals who are prepared for the modern world. Across Key Stage 3 (Years 7-9), students build foundational skills in various media—such as drawing, painting, and 3D sculpting—that encourage exploration of the formal elements of art



(value/tone, shape, color, and texture). Through these activities, students engage in reflective practices, developing an appreciation for beauty and a sense of personal and collective growth. The curriculum instills resilience as students learn to persist through challenges, refine their skills, and see their efforts come to fruition in completed works. Collaborative projects, such as creating landscape pieces or natural forms, foster a supportive environment where students learn to respect diverse ideas and support each other's creativity.

In Key Stage 4 (Years 10-11), the curriculum deepens students' artistic abilities with advanced techniques and specialized projects such as "Portrait and Identity" and "Still Life." This phase emphasizes self-discovery, with projects encouraging students to express aspects of their identity through art, while building a more complex understanding of the social, ethical, and cultural implications of artistic expression. For example, the "Identity" project allows students to reflect on their own lives and perspectives, instilling a sense of pride and confidence in their unique viewpoints. The curriculum's rigorous focus on technique—such as etching, lino printing, and watercolors—enables students to set ambitious goals, honing their talents with skill and dedication, preparing them for further academic pursuits and creative expression in the wider world.

Throughout both key stages, the Art curriculum integrates SMSC themes that holistically develop students' understanding and appreciation of the world. Spiritually, art projects allow students to engage with deeper questions about identity, emotion, and human experience, providing them with an expressive outlet for personal and philosophical exploration. Morally, lessons focus on ethical considerations, such as environmental sustainability in materials and respectful representation, fostering a sense of responsibility in students. Socially, collaborative projects and group critiques encourage teamwork, empathy, and constructive communication, vital for community-building within the classroom. Culturally, the study of diverse artistic styles—from Art Nouveau and Memphis design to global and historical art forms—broadens students' understanding and respect for cultural diversity and heritage.

The Art curriculum also aligns strongly with the school values of kindness, ambition, and resilience. Students demonstrate kindness by supporting each other's learning and providing constructive feedback. Ambition is fostered through challenging projects that encourage students to set high standards and push the boundaries of their creativity. Resilience is developed as students encounter and work through artistic challenges, learning to persevere and adapt in pursuit of their goals, ultimately emerging as confident, world-ready individuals.

#### SMSC Key Elements:

Social: Group critiques and collaborative projects foster teamwork, empathy, and communication.

Moral: Ethical discussions around sustainable materials and representation nurture responsibility.

Spiritual: Personal expression in art encourages students to explore and reflect on identity and life's deeper questions.

Cultural: Exposure to global artistic traditions and styles enhances cultural awareness and appreciation.

#### School Values:

Kindness: Demonstrated through peer support and constructive feedback in collaborative settings.

Ambition: Encouraged by setting high artistic standards and exploring complex themes.

Resilience: Developed by tackling artistic challenges and learning from feedback and self-reflection.

## **Dance SMSC Overview**

The Dance curriculum at our school is designed to develop well-rounded, confident individuals who are prepared to contribute positively to the world. At Key Stage 3 (Years 7-9), students explore foundational skills in dance, including physical, technical, expressive, and mental skills, as well as personal management and safe working practices. These core components foster social skills through collaborative rehearsals and group choreography, encouraging students to value each other's perspectives and communicate effectively. The curriculum also teaches resilience as students progress through increasingly complex skill levels, building confidence in performance and creative expression. By working with a variety of dance forms and cultural themes, students gain a deeper appreciation for diversity, nurturing empathy and respect in line with our school's commitment to kindness.

At Key Stage 4 (Years 10-11), students refine their skills in performance and choreography, advancing their technical and expressive abilities while exploring choreographic processes and critical analysis. They develop moral awareness by considering the impact of their choreographic choices and their responsibility as performers, making intentional creative decisions to communicate specific messages to audiences. This ethical consideration, along with the ability to critically evaluate their own work and the work of others, encourages ambition as students strive to create meaningful and impactful pieces. The emphasis on critical analysis and self-reflection not only hones their academic and technical skills but also instills resilience as they learn to overcome creative challenges and improve their work.

The curriculum's integration of SMSC themes holistically supports students' growth. Socially, the emphasis on collaborative group work and peer feedback fosters communication and teamwork, critical skills for any community. Morally, students are encouraged to consider the broader implications of their performances, developing a sense of integrity and respect for the power of creative expression. Spiritually,



the curriculum inspires self-discovery and emotional expression, allowing students to connect with themes on a personal level and reflect on their own experiences. Culturally, students engage with diverse dance forms and historical contexts, cultivating respect and understanding of cultural heritage. Through this comprehensive approach, students develop essential skills and values, including kindness, ambition, and resilience, preparing them to be conscientious, world-ready individuals.

#### SMSC Key Elements:

Social: Group performances and collaborative choreography foster teamwork, empathy, and clear communication.  
Moral: Exploring ethical responsibility in performance choices cultivates integrity and respect for creative expression.  
Spiritual: Encouraging self-reflection and emotional expression supports personal growth and resilience.  
Cultural: Engaging with diverse dance forms enhances students' cultural awareness and appreciation for global heritage.

#### School Values:

Kindness: Emphasized through supportive peer interactions and teamwork in group performances.  
Ambition: Fostered by setting high standards for creative work and challenging students to strive for excellence in performance.  
Resilience: Built through tackling complex choreography, receiving constructive feedback, and refining performances.

### **Drama SMSC Overview**

The Drama curriculum at our school aims to foster well-rounded, confident individuals equipped for the modern world. Throughout Key Stage 3 (Years 7-9), students explore foundational performance techniques, such as vocal, physical, and expressive skills, through structured practice and creative exercises. These formative experiences enhance social skills, as students learn to collaborate effectively within performance groups and support each other's creative endeavors. Through scripted work and devising activities, students practice resilience by working through challenging scripts and refining performances—a process that mirrors the iterative nature of self-improvement and personal growth. The curriculum is thus designed to cultivate ambition and nurture the confidence to perform in front of peers, which lays a strong foundation for building self-assured, well-prepared individuals.

In Key Stage 4 (Years 10-11), students deepen their understanding of performance and drama techniques, with an increased emphasis on independent application and critical evaluation. They further develop social skills by working collaboratively to interpret scripts and devise original performances, which emphasizes empathy and the ability to view situations from different perspectives. Morally, students engage with challenging themes, discussing and reflecting on the ethical implications of their characters and storylines. Such work encourages students to understand complex social issues critically and responsibly, which fosters the development of ethical judgment and integrity. The curriculum thus supports moral growth by encouraging students to consider the impact of their work on audiences and the wider community.

The Drama curriculum incorporates spiritual growth through self-expression and character exploration, allowing students to reflect on personal beliefs and values while considering those of others. Engaging in improvisation and role-play also encourages students to adopt different perspectives, fostering a mindset of empathy and openness. Culturally, students study various theatrical styles and traditions, developing an appreciation for diversity within the dramatic arts. By examining the contributions of different cultures to drama, students gain a broader understanding of the world and an appreciation for its artistic richness, aligning with the school's vision of developing globally aware, culturally sensitive individuals.

In alignment with the school values, Drama encourages kindness through supportive, constructive peer feedback; ambition through challenging students to strive for excellence in their performances; and resilience through iterative rehearsal and improvement processes. These values are ingrained in both the curriculum and the ethos of the Drama classroom, equipping students with skills and attitudes essential for lifelong success.

#### SMSC Key Elements:

Social: Collaborative work in groups fosters teamwork, empathy, and effective communication skills.  
Moral: Engagement with ethically complex characters and narratives encourages responsible decision-making and integrity.  
Spiritual: Self-reflection and character exploration inspire personal growth, empathy, and open-mindedness.  
Cultural: Exposure to diverse theatrical traditions enhances appreciation for the global arts and cultural heritage.

#### School Values:

Kindness: Developed through peer support and constructive feedback in performance settings.

Ambition: Nurtured by encouraging students to set and achieve high standards in their dramatic work.

Resilience: Strengthened by guiding students through challenges in performance, refinement, and self-improvement.





# CURRICULUM AUDIT

<b>Spiritual Development:</b>	<b>Moral Development:</b>	<b>Social Development:</b>	<b>Cultural Development:</b>
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## English:

### Year 7

#### **'Boy' by Roald Dahl (Nonfiction)**

- Spiritual:
- The autobiographical narrative encourages students to reflect on their own childhood experiences, resilience, and personal growth.
- Moral:
- Dahl's recounting of injustices and bullying in school raises questions about fairness, kindness, and moral courage. Students discuss the ethical responsibilities of those in authority and how to respond to injustice, connecting Dahl's experiences with modern issues in schools and society.
- Social:
- Provides a lens on friendship, family dynamics, and school life, fostering empathy and understanding of social relationships. Group discussions on the positive and negative social dynamics portrayed in Dahl's story, linking them to students' own experiences with friendship, support, and conflict resolution.
- Cultural:
- Students gain insight into British life and schooling in the early 20th century, appreciating historical perspectives on education and social expectations. Historical Context Exploration: Students research 20th-century British boarding schools, examining how societal norms have evolved over time.

#### **Frankenstein' by Phillip Pullman (Play Adaptation)**

- Spiritual:
- Encourages students to think about the consequences of human ambition and the search for purpose. Students consider the theme of "creation and responsibility," exploring their beliefs about the balance between human potential and ethical boundaries.
- Moral:
- Raises complex moral questions about scientific ethics, responsibility, and the consequences of unchecked ambition.
  - Students consider Victor Frankenstein's moral responsibility for the creature he created and the ethical limits of science.
- Social:
- Examines themes of isolation and belonging, encouraging empathy for marginalized individuals.
  - Drama Exercise: Through role-play and dramatic interpretation, students explore themes of rejection, community, and the importance of empathy.
- Cultural:
- Introduces students to Gothic literature and its themes, which reflect societal fears and ethical dilemmas.
  - Gothic Exploration: Students explore the Gothic tradition in literature and how "Frankenstein" reflects cultural anxieties about science, humanity, and the unknown.

#### **Gothic Fiction Unit: Classic Gothic Short Stories and 19th-Century Novel Extracts**

- Spiritual:
- Engages students with themes of the supernatural, the unknown, and the search for meaning beyond the material world.
  - Creative Writing: Students create their own Gothic stories, using setting and atmosphere to explore themes of fear, curiosity, and resilience.
- Moral:
- Gothic tales often present moral lessons on the consequences of actions and the dangers of crossing ethical boundaries.
  - Moral Analysis: After reading stories like "The Tell-Tale Heart" or extracts from "Dracula," students discuss the moral implications of characters' choices.
- Social:
- The Gothic genre addresses societal issues, including power, marginalization, and class structures.
  - Social Structure Exploration: Students examine how Gothic literature often critiques societal norms, discussing what these stories reveal about 19th-century social anxieties.
- Cultural:



- Provides a deep dive into 19th-century cultural and social fears, such as those surrounding science, death, and the supernatural.
- Cultural Analysis: Students explore how Gothic fiction reflects the culture of the time, learning about how literature can serve as social commentary.

### Exploring a Range of Cultural Poetry

#### Spiritual:

- Poetry offers students a means of self-reflection, allowing them to explore personal beliefs, emotions, and experiences through language.
- Personal Poetry Writing: Inspired by cultural poetry, students write poems about their heritage, beliefs, or personal experiences, connecting with themes of identity and belonging.

#### Moral:

- Cultural poetry often explores justice, identity, and moral perspectives across different communities and traditions.
- Comparative Analysis: Students analyze poems that address issues like oppression, resilience, and justice, discussing the poets' moral standpoints and their relevance today.

#### Social:

- Reading and discussing cultural poetry builds empathy and understanding for people from diverse backgrounds, helping students appreciate the universality and uniqueness of human experience.
- Group Analysis: In groups, students discuss how each poem reflects the cultural and social experiences of the poet, drawing connections to current social issues.

#### Cultural:

- Exposes students to a broad spectrum of cultural voices, building awareness of global traditions, values, and shared human experiences.
- Culture Project: Each student chooses a poem from a different cultural tradition to present, explaining the poem's themes and cultural significance.

### Introduction to Shakespeare

#### Spiritual:

- Shakespearean works often address universal themes such as love, destiny, and the nature of good and evil, prompting students to consider life's larger questions.
- Character Analysis: Students explore characters' spiritual journeys, such as Hamlet's existential questioning, and reflect on how these themes resonate with their own beliefs.

#### Moral:

- Shakespeare's plays frequently confront issues of loyalty, justice, and moral responsibility, giving students the chance to grapple with ethical dilemmas.
- Moral Debate: Students debate characters' decisions, such as Brutus' betrayal in "Julius Caesar" or Macbeth's ambition, and discuss what they would do in similar situations.

#### Social:

- Shakespeare's plays present complex social dynamics and relationships, examining power, loyalty, and social class.
- Role-Playing and Discussion: Students take on roles in scenes to explore the social structures and relationships of the time, discussing how these dynamics are relevant today.

#### Cultural:

- Introduces students to the cultural and historical context of Elizabethan England, enriching their understanding of Shakespeare's impact on language and literature.
- Contextual Research: Students research the Elizabethan era's social and cultural background, such as the Great Chain of Being, and analyze how these cultural values influence Shakespeare's works.

## Year 8

### 'A Christmas Carol' by Charles Dickens (19th Century Fiction)

#### Spiritual:

- Themes of Redemption and Transformation: Scrooge's journey of self-reflection and moral awakening allows students to consider the importance of compassion, kindness, and generosity.
- Reflective Writing: Students write journal entries on times they've felt or shown forgiveness, considering how positive changes can impact others.

#### Moral:

- Social Responsibility and Empathy: The novel highlights issues of poverty, inequality, and personal responsibility toward society, raising questions about moral duty.
- Class Discussion: Students debate Scrooge's actions and transformation, discussing how individuals should respond to social issues like poverty.

#### Social:

- Understanding Social Class and Inequality: Dickens' portrayal of 19th-century London invites students to explore how social structures and class impact people's lives.
- Research Project: Students research Victorian society and discuss how attitudes toward poverty and wealth have changed, drawing parallels to modern social issues.

#### Cultural:

- 19th-Century Britain and Cultural Traditions: The novel provides insight into Victorian culture, Christmas traditions, and societal values of Dickens' time.
- Historical Context Exploration: Students explore the significance of Christmas traditions in Victorian society and how they influence modern holiday celebrations.

### 'I Am Malala' by Malala Yousafzai (Nonfiction) Including Protest Poetry



#### Spiritual:

- Courage and Belief in Justice: Malala's story highlights resilience, courage, and dedication to personal beliefs, inspiring students to consider their own values.
- Personal Reflection: Students write about a cause or belief they care deeply about, reflecting on how they would defend it.

#### Moral:

- Human Rights and Equality: The memoir raises important questions about access to education, gender equality, and justice.
- Moral Debate: Students discuss the importance of education and whether they would take risks to defend a basic right, considering how moral principles can shape actions.

#### Social:

- Advocacy and the Role of Youth: Malala's activism demonstrates the impact young people can have on social change, encouraging students to see themselves as potential agents of change.
- Protest Poetry Analysis: Students read protest poetry that highlights social issues, then write their own poems addressing issues they feel strongly about, encouraging social awareness and empathy.

#### Cultural:

- Exploration of Pakistani Culture and Global Awareness: Through Malala's story, students gain insight into Pakistani culture and the challenges facing girls' education globally.
- Cultural Appreciation: Students compare Malala's life and culture with their own, discussing how cultural perspectives shape people's values and experiences.

### Grammar and Oracy Unit

#### Spiritual:

- Self-Expression and Personal Voice: Focusing on grammar and oracy allows students to develop confidence in expressing their thoughts and feelings clearly and effectively.
- Self-Reflection Exercise: Students are encouraged to write about a personal experience, using grammar skills to express it accurately and meaningfully.

#### Moral:

- Respectful Communication: The unit emphasizes the importance of clear and respectful communication, helping students consider the impact of language on others.
- Debate Etiquette: Students practice structured debates, discussing ethical issues while respecting opposing viewpoints and learning to communicate with empathy and clarity.

#### Social:

- Collaborative Communication Skills: By developing speaking and listening skills, students learn the value of listening actively and working collaboratively.
- Oracy Group Activity: Students participate in group discussions where they must share ideas, listen to others, and present viewpoints on topics like social media responsibility, building social and teamwork skills.

#### Cultural:

- Appreciation of Language and Dialects: Exploring different dialects, accents, and language structures allows students to appreciate linguistic diversity.
- Language Diversity Activity: Students study different dialects or accents, considering how language reflects cultural identity and fosters inclusivity.

### Shakespeare: 'Romeo and Juliet' and Creative Writing

#### Spiritual:

- Exploration of Love, Fate, and Identity: The play's themes of love, fate, and identity encourage students to reflect on their own beliefs and experiences.
- Reflective Journal: Students write about what love, friendship, and fate mean to them, considering the relevance of these themes in their own lives.

#### Moral:

- Consequences of Conflict and Prejudice: The tragic outcome of the play's feuding families offers moral lessons on the dangers of hatred, impulsivity, and intolerance.
- Character Debate: Students debate whether Romeo and Juliet could have avoided their tragic fate and discuss how tolerance and open-mindedness can prevent conflict in society.

#### Social:

- Relationships and Social Expectations: The play provides a lens on family expectations, peer relationships, and societal norms, which helps students navigate similar social dynamics in their own lives.
- Role-Playing Exercise: Students act out scenes, discussing the role of social pressure in the characters' decisions and connecting these to modern-day expectations and conflicts.

#### Cultural:

- Elizabethan Society and Language Appreciation: Studying Shakespeare introduces students to Elizabethan England's cultural context, including social norms, beliefs, and linguistic nuances.
- Historical Context Exploration: Students research Elizabethan society, understanding how cultural expectations influenced Shakespeare's writing and how the themes of the play still resonate today.

## Year 9

### 'Animal Farm' by George Orwell (20th Century Fiction)

#### Spiritual:

- Reflection on Human Nature and Power: The allegorical nature of Animal Farm allows students to explore fundamental questions about human behavior, integrity, and the effects of power.
- Reflective Writing Activity: Students write personal reflections on a time when they've witnessed or experienced authority misused, encouraging introspection on justice and fairness.

#### Moral:

- Corruption and Ethics: The story provides a clear examination of the consequences of corruption, manipulation, and betrayal, raising questions about ethical responsibilities.
- Debate: Students discuss the moral decline of the characters, especially Napoleon, and examine how the pursuit of power can distort values, linking to real-world leaders and scenarios.

#### Social:

- Understanding Propaganda and Group Dynamics: The text offers insights into social manipulation and control, helping students understand how individuals can be influenced within a group.
- Group Discussion: Students explore how propaganda shapes perceptions, relating the characters' experiences to how media and advertising can impact modern society.

#### Cultural:

- Historical Context and Political Satire: Animal Farm provides cultural and historical insights into 20th-century political movements, particularly Soviet communism.



- Research Task: Students investigate the historical context of the Russian Revolution and discuss the allegory in Orwell's characters, understanding how literature reflects historical events and cultural values.

### Exploring Nonfiction Reading and Writing: Satire, Irony, Propaganda

#### Spiritual:

- Personal Reflection on Values and Beliefs: This unit encourages students to consider how satire and irony reveal underlying truths and challenge accepted norms.
- Creative Exercise: Students write a satirical piece about a common school issue or societal problem, reflecting on how humor and irony can highlight the need for change.

#### Moral:

- Critical Evaluation of Truth and Manipulation: Analyzing propaganda helps students understand ethical issues related to honesty, bias, and manipulation in communication.
- Propaganda Analysis: Students analyze examples of propaganda, such as advertisements or political speeches, and discuss the ethical responsibilities of those who create persuasive content.

#### Social:

- Exploring Media Influence and Social Perception: The unit examines how satire and irony can challenge societal norms and influence public opinion.
- Class Discussion: Students discuss how satire can critique social norms, considering examples from current events and popular culture that use humor to question values.

#### Cultural:

- Understanding Different Perspectives and Critiques: Satire often highlights cultural issues, allowing students to understand and critique societal values across cultures and contexts.
- Comparative Analysis: Students compare satirical works from different cultures, discussing how each reflects its respective society's issues and values.

### Explorations in Creative Reading and Writing

#### Spiritual:

- Self-Expression and Identity Exploration: Creative writing allows students to explore personal beliefs, values, and emotions, promoting self-discovery and confidence.
- Personal Narrative Writing: Students write about a meaningful experience, focusing on expressing their emotions and perspectives through descriptive language.

#### Moral:

- Empathy and Ethical Decision-Making: Students create characters and scenarios that require moral choices, helping them to explore ethical decision-making.
- Character Development Exercise: Students create fictional characters facing dilemmas, considering different viewpoints and the potential consequences of moral choices.

#### Social:

- Communication and Collaborative Skills: Working with peers to share and critique writing enhances social skills and empathy.
- Peer Review: Students engage in constructive feedback, learning to appreciate diverse perspectives and the value of supportive critique.

#### Cultural:

- Exploration of Different Genres and Cultural Narratives: Exposure to a range of literary genres and cultural stories broadens students' understanding of diverse voices and traditions.
- Cultural Storytelling Project: Students write stories inspired by different cultural narratives or traditional folklore, understanding how storytelling reflects cultural identity.

### Introduction to GCSE Poetry

#### Spiritual:

- Exploring Universal Themes: Poetry often deals with themes such as love, loss, nature, and identity, allowing students to reflect on life's deeper meanings.
- Reflective Poetry: Students write their own poems about a meaningful experience, considering how to convey emotions and values through language.

#### Moral:

- Understanding Different Perspectives: Analyzing diverse poets' voices encourages empathy and an appreciation of various moral standpoints.
- Poetry Analysis: Students analyze poems that discuss ethical dilemmas or personal struggles, such as conflict or forgiveness, and discuss their own perspectives on these themes.

#### Social:

- Appreciating Shared Human Experiences: Through poetry, students see that emotions and experiences are often universal, fostering a sense of community.
- Group Interpretation: Students work in groups to interpret poems, discussing how the themes relate to their own lives and experiences with family, friends, and society.

#### Cultural:

- Learning About Diverse Poetic Traditions: Introducing students to poets from various cultural backgrounds helps them appreciate global perspectives and traditions.
- Cultural Comparison: Students compare a British poem with a poem from another culture, discussing how each reflects its society's values and concerns.

### English Literature Paper 2: Power & Conflict Poetry (GCSE)

#### Spiritual:

- Reflection on Conflict and the Human Spirit: The power and conflict poetry collection prompts students to consider the impact of war, loss, and resilience on the human spirit.
- Reflective Writing: Students write about a poem that resonates with them personally, exploring how it relates to themes of survival, courage, and hope.

#### Moral:

- Exploring the Ethics of War and Authority: This collection raises moral questions about authority, justice, and the human cost of conflict.
- Debate: Students debate the responsibilities of governments in conflict situations, using the poems as a starting point for discussing the moral implications of power.

#### Social:

- Understanding Societal Impact of Conflict: Through poetry, students explore how societies are affected by war, injustice, and the abuse of power.
- Group Project: Students research a specific conflict or historical period represented in a poem, examining how these events impacted communities and societies.

#### Cultural:



- Insights into Historical and Global Conflicts: The poetry anthology provides a diverse range of voices and perspectives on global conflicts, fostering an understanding of history and different cultural experiences.
- Comparative Study: Students compare poems from different cultures or historical periods, discussing how each poem reflects its cultural context and the universal nature of conflict.

## **Year 10 & 11**

### **English Literature Paper 1: Macbeth by William Shakespeare**

- Spiritual:
- Exploration of Ambition, Guilt, and Fate: Macbeth allows students to reflect on human nature, ambition, and moral dilemmas, exploring how desire for power can lead to spiritual and ethical conflict.
  - Reflective Journal: Students write about a time when they faced moral temptation or a tough decision, relating it to Macbeth's own choices and the consequences.
- Moral:
- Consequences of Ambition and Betrayal: The play's themes of betrayal, murder, and moral decay provide a platform for discussing the ethical implications of unchecked ambition and selfishness.
  - Class Debate: Students discuss whether Macbeth is a victim of fate or his own choices, exploring themes of personal responsibility, moral weakness, and the impact of actions on others.
- Social:
- Power Dynamics and Authority: The themes in Macbeth offer a critical look at leadership, authority, and how power can affect relationships and society as a whole.
  - Group Discussion: Students analyze the social structures within the play, comparing the power dynamics to modern society and discussing how ambition and corruption still affect leadership today.
- Cultural:
- Understanding Historical and Social Context: Through the lens of Elizabethan beliefs in fate, witchcraft, and the divine right of kings, students gain insight into the cultural and historical context of Shakespeare's work.
  - Research Project: Students investigate Elizabethan views on witchcraft, prophecy, and the monarchy, gaining an understanding of how cultural beliefs influenced literature and society.

### **English Literature Paper 1: The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson**

- Spiritual:
- Duality of Human Nature and Inner Conflict: The novel allows students to explore concepts of identity, duality, and the struggle between good and evil within the human soul.
  - Personal Reflection Exercise: Students write about an aspect of themselves they find complex, exploring how everyone has different facets that contribute to personal identity.
- Moral:
- Ethics of Science and Responsibility: The story provides a moral examination of scientific experimentation and the ethical responsibilities of those with power or knowledge.
  - Class Discussion: Students debate whether Dr. Jekyll was morally right or wrong in his pursuit of knowledge and what ethical limits, if any, should exist in scientific exploration.
- Social:
- Social Expectations and Repression: The novel explores Victorian social expectations and the effects of repressing one's true nature, offering students a perspective on how societal pressures shape behavior.
  - Group Analysis: Students examine the consequences of societal judgment on characters' behaviors and consider the impact of societal expectations on people today.
- Cultural:
- Victorian Society and Beliefs on Morality: Students examine Victorian values and the emphasis on reputation, self-restraint, and the public versus private self.
  - Historical Context Discussion: Students research the influence of Victorian social norms on Stevenson's characters and themes, reflecting on how cultural context shapes literary perspectives.

### **English Literature Paper 2: An Inspector Calls by J.B. Priestley**

- Spiritual:
- Responsibility and Compassion: The play's focus on social responsibility invites students to consider their role in society and the importance of empathy for others.
  - Reflective Exercise: Students write about how they've been affected by someone else's actions and how they, in turn, have a responsibility toward others in their community.
- Moral:
- Consequences of Actions and Ethical Responsibility: Each character's involvement in Eva Smith's life encourages students to explore themes of accountability and the ripple effects of individual actions.
  - Moral Debate: Students discuss who bears the most responsibility for Eva's death, exploring the concept of collective responsibility and personal morality.
- Social:
- Class and Social Inequality: The play critically examines class divides, privilege, and the effects of social inequality, encouraging students to reflect on social justice issues.
  - Class Discussion: Students relate Priestley's themes to modern social issues, such as income inequality and social mobility, discussing how class impacts people's lives and choices.
- Cultural:
- Post-War British Society and Cultural Critique: The play reflects post-war societal changes and the desire for a fairer, more compassionate society, helping students understand the cultural context of post-war Britain.
  - Contextual Analysis: Students examine Priestley's motivations in writing the play and its influence on post-war British audiences, discussing how culture and literature intersect to advocate for social reform.

### **English Language Paper 1: Explorations in Creative Reading and Writing**

- Spiritual:
- Exploration of Personal Identity and Self-Expression: Creative writing encourages students to explore their personal identity, beliefs, and experiences, promoting self-awareness and confidence.



- Creative Writing Exercise: Students write about an impactful moment from their lives, focusing on conveying their emotional experience and personal growth.
- Moral:**
- Creating Empathy Through Narrative: By writing from different perspectives, students learn to empathize with others and consider the importance of understanding diverse viewpoints.
  - Perspective-Taking Activity: Students create characters who must make ethical choices, considering how values, beliefs, and perspectives influence decision-making.
- Social:**
- Enhancing Communication and Collaboration: Through peer feedback, students develop skills in constructive critique and effective communication, fostering teamwork and mutual respect.
  - Peer Review: Students work in pairs to review each other's writing, giving constructive feedback that builds respect for diverse viewpoints and strengthens social skills.
- Cultural:**
- Understanding Genre and Audience Expectations: Exploring different genres and styles helps students appreciate how cultural and societal contexts shape literature and the art of storytelling.
  - Comparative Analysis: Students analyze texts from various genres and cultural backgrounds, discussing how each reflects its unique social and cultural context.

### **English Language Paper 2: Writers' Viewpoints and Perspectives**

- Spiritual:**
- Exploration of Beliefs and Values: By examining writers' viewpoints on issues like social justice, freedom, and identity, students are encouraged to reflect on their own beliefs and how they align with broader values.
  - Reflective Response: Students write about an issue that matters to them, reflecting on how their values shape their perspective on the world.
- Moral:**
- Evaluating Ethical Perspectives in Texts: This unit prompts students to critically evaluate moral and ethical stances presented by different authors, considering how literature can influence societal values.
  - Comparative Discussion: Students compare authors' viewpoints on topics like equality and justice, discussing how writers advocate for change and why these themes remain relevant.
- Social:**
- Developing Awareness of Social Issues: Through diverse texts, students explore how writers address social issues such as inequality, environmentalism, and human rights, fostering social consciousness.
  - Research and Presentation: Students research a social issue covered in a text and present their findings to the class, encouraging awareness and discussion of contemporary social issues.
- Cultural:**
- Exposure to Diverse Cultural Perspectives: By exploring varied perspectives, students gain insight into different cultures, societal norms, and historical contexts, promoting cultural awareness and understanding.
  - Text Analysis: Students analyze texts from authors across different cultures and eras, discussing how cultural context influences a writer's perspective and message.

## **Maths**

### **Year 7**

#### **Number Sense**

- SMSC Link: Supports logical thinking and confidence in problem-solving. Cultivates appreciation for patterns, consistency, and the order found in mathematics.
- Example Activity: Engage students in discussions on the use of numbers in everyday life and practical applications.

#### **Adding and Subtracting**

- SMSC Link: Encourages collaboration and teamwork in group problem-solving activities. Teaches practical skills like budgeting and sharing.
- Example Activity: Use real-life contexts like shopping or budgeting to practice addition and subtraction.

#### **Multiplying**

- SMSC Link: Develops efficiency and perseverance by encouraging students to find quick, reliable solutions.
- Example Activity: Work on multiplication within the context of problem-solving and group work to highlight cooperative learning.

#### **Dividing**

- SMSC Link: Teaches fairness and the concept of equal sharing, fostering understanding of equitable distribution.
- Example Activity: Set up activities that involve dividing resources fairly, such as sharing out items between a set number of people.

#### **Calculating with Negative Numbers**

- SMSC Link: Encourages resilience in understanding more complex concepts. Students learn to manage positive and negative values, reinforcing balance and critical thinking.
- Example Activity: Use temperature changes as a real-world application of negative numbers to make the concept relatable.

#### **Order of Operations**

- SMSC Link: Instills respect for rules and procedures, teaching logical order and systematic thinking.
- Example Activity: Encourage students to apply the order of operations in increasingly complex problems, highlighting the importance of structure.



### **Expressions**

- SMSC Link: Fosters creative thinking and personal responsibility in managing tasks.
- Example Activity: Have students create their own expressions from word problems, encouraging autonomy in problem formulation.

### **Substitution**

- SMSC Link: Enhances logical reasoning by applying values to unknowns, strengthening understanding and problem-solving confidence.
- Example Activity: Practice substitution in real-life scenarios, like calculating cost based on variables, to show practical relevance.

### **Solving Equations**

- SMSC Link: Promotes perseverance and critical thinking through problem-solving and finding unknown values.
- Example Activity: Challenge students with solving equations in pairs or small groups to promote teamwork and communication.

### **Time**

- SMSC Link: Encourages self-management and time awareness, skills essential for personal responsibility.
- Example Activity: Practice reading schedules and calculating time intervals to build practical skills.

### **Measures**

- SMSC Link: Teaches accuracy and precision, encouraging careful observation and responsibility.
- Example Activity: Use activities involving measuring objects and distances to practice accuracy in real-world contexts.

### **Line and Shape Properties**

- SMSC Link: Fosters appreciation for geometry's role in nature, art, and architecture.
- Example Activity: Explore symmetry in natural and man-made structures to connect geometry to the wider world.

### **Perimeter**

- SMSC Link: Highlights practical problem-solving skills and spatial awareness.
- Example Activity: Measure and calculate perimeter using real-life spaces, like the classroom or playground.

### **Area**

- SMSC Link: Develops spatial reasoning and understanding of space management, relevant in numerous real-life applications.
- Example Activity: Have students calculate the area of their desks or classroom to develop practical measurement skills.

### **Coordinates and Shapes**

- SMSC Link: Teaches spatial awareness and mapping skills, fostering an understanding of position and location.
- Example Activity: Use a coordinate grid to simulate map navigation or treasure hunts.

### **Factors and Multiples**

- SMSC Link: Builds logical thinking and problem-solving, fostering an understanding of number relationships.
- Example Activity: Engage students in factor-based puzzles, encouraging problem-solving in collaborative settings.

### **Primes**

- SMSC Link: Encourages curiosity about number theory and uniqueness within the mathematical system.
- Example Activity: Explore the concept of primes through games and activities that highlight their special properties.

### **Writing and Comparing Fractions**

- SMSC Link: Teaches concepts of equity and fair sharing through comparison and understanding of part-whole relationships.
- Example Activity: Use relatable scenarios to compare fractions, such as dividing a set amount of resources or food.

### **Adding and Subtracting Fractions**

- SMSC Link: Encourages cooperative problem-solving and fair resource distribution.
- Example Activity: Use recipes or simple sharing activities to show how adding and subtracting fractions has practical applications.

### **Single Brackets**

- SMSC Link: Supports logical thinking and problem-solving by simplifying expressions.
- Example Activity: Practice expanding brackets within expressions, linking to more complex problem-solving tasks.

### **Angles**

- SMSC Link: Fosters appreciation for geometric reasoning and spatial awareness.
- Example Activity: Measure angles in objects or drawings, reinforcing the application of geometry to the world around us.

### **Finding Unknown Angles**

- SMSC Link: Promotes problem-solving and logical deduction through geometric relationships.
- Example Activity: Use interactive tools or activities to find unknown angles, enhancing reasoning skills.

### **Averages and Range**

- SMSC Link: Teaches students to interpret data and understand variability, supporting critical thinking about data representation.
- Example Activity: Use real-world examples, like analyzing test scores or heights, to make averages and ranges relatable.

### **Tables and Charts**

- SMSC Link: Enhances understanding of data representation, promoting skills in organization and presentation.
- Example Activity: Have students collect and represent data in various charts, developing skills in data analysis.

### **Collecting and Presenting Data**

- SMSC Link: Teaches organizational skills and responsibility in data collection and accuracy in presentation.



- Example Activity: Conduct a survey and organize the data collected, fostering respect for process and accuracy.

#### **Proportion Word Problems**

- SMSC Link: Teaches the concepts of equity, fair division, and proportional reasoning.
- Example Activity: Solve real-world proportion problems like recipe adjustments or scaling, helping students apply mathematical reasoning.

#### **Multiplying and Dividing Fractions**

- SMSC Link: Develops accuracy and persistence in managing more complex mathematical operations.
- Example Activity: Use practical examples such as dividing portions of food or resources to reinforce understanding.

#### **Fractions of Amounts**

- SMSC Link: Encourages practical thinking and equitable sharing.
- Example Activity: Practice calculating fractions of amounts with everyday examples, such as finding portions of a budget.

#### **Fractions, Decimals, and Percentages**

- SMSC Link: Teaches equivalence and comparison, skills useful in personal finance and planning.
- Example Activity: Convert between fractions, decimals, and percentages in real-life scenarios, such as sales or discounts.

#### **Theoretical Probability**

- SMSC Link: Encourages understanding of risk, chance, and critical thinking about likely outcomes.
- Example Activity: Use games of chance to explore probability, fostering logical thinking and prediction skills.

- Each topic in Year 7 mathematics offers opportunities for SMSC growth, helping students to develop mathematical understanding alongside personal and social responsibility. Through engaging activities and real-life applications, students enhance not only their math skills but also their appreciation for the discipline's role in the world.

## **Year 8**

#### **Percentages**

- SMSC Link: Encourages understanding of finance, personal budgeting, and practical applications of mathematics in everyday life. Promotes fair decision-making in proportionate contexts.
- Example Activity: Use real-world examples, like calculating discounts or interest rates, to help students understand the importance of percentages in daily life.

#### **Money**

- SMSC Link: Teaches financial literacy, responsible spending, saving, and an understanding of economic principles.
- Example Activity: Simulate budgeting exercises to help students practice managing resources responsibly.

#### **Indices**

- SMSC Link: Promotes logical thinking and reinforces the power of repeated patterns in mathematics.
- Example Activity: Engage students in exploring exponential growth (e.g., compound interest or population growth) to appreciate the impact of indices in real-life scenarios.

#### **Equations**

- SMSC Link: Develops problem-solving skills and encourages logical reasoning in balancing equations and finding unknowns.
- Example Activity: Use real-life problem scenarios to make solving equations relatable, promoting resilience in working through multi-step problems.

#### **Sequences**

- SMSC Link: Encourages exploration of patterns and order, fostering curiosity about mathematical sequences in the natural and human-made world.
- Example Activity: Explore sequences in nature, such as the Fibonacci sequence, to highlight the relationship between mathematics and the world.

#### **Ratio**

- SMSC Link: Teaches the principles of fair division and proportionality, supporting students' understanding of equity and justice.
- Example Activity: Apply ratios to real-life contexts like recipes or map reading to illustrate fairness and balance.

#### **Rounding**

- SMSC Link: Highlights accuracy and precision, fostering appreciation for detail and the importance of approximation.
- Example Activity: Practice rounding in contexts like financial estimations or measurements, emphasizing both accuracy and practical utility.

#### **Coordinates**

- SMSC Link: Builds spatial awareness and teaches the importance of location and orientation.
- Example Activity: Use coordinate-based activities like map reading or plotting, reinforcing the practical applications of location-based skills.

#### **Area**

- SMSC Link: Enhances spatial reasoning and encourages students to understand and apply area calculations in real-world scenarios.
- Example Activity: Measure classroom or playground areas, helping students connect mathematics with physical spaces around them.

#### **Circles**

- SMSC Link: Cultivates appreciation for geometric shapes and patterns found in nature and art.
- Example Activity: Explore real-life applications of circles in design, architecture, and engineering, helping students see geometry's relevance.

#### **Standard Form**

- SMSC Link: Develops critical thinking and an appreciation for managing large numbers, such as in scientific contexts.
- Example Activity: Use real-world data, such as distances in astronomy or measurements in biology, to practice standard form.



### Venn Diagrams

- SMSC Link: Promotes understanding of relationships and categorization, encouraging analytical skills and logical grouping.
- Example Activity: Apply Venn diagrams to classify data or characteristics, developing critical thinking and analytical skills.

### 3D Shapes

- SMSC Link: Enhances spatial visualization and fosters an appreciation for geometry in the built environment.
- Example Activity: Model 3D shapes using everyday items or geometric kits, fostering understanding of volume and structure.

### Surface Area and Volume

- SMSC Link: Teaches precision and practical problem-solving skills related to space and capacity.
- Example Activity: Calculate volume and surface area of containers or classroom objects, linking abstract concepts to physical dimensions.

### Linear Graphs

- SMSC Link: Develops understanding of relationships and patterns, fostering analytical thinking.
- Example Activity: Use real-life data (such as temperature over time) to plot and interpret linear graphs, emphasizing relationships between variables.

### Transformations

- SMSC Link: Promotes appreciation of symmetry and transformation in art, design, and nature.
- Example Activity: Explore symmetry and transformations in real-world contexts like tessellations or architecture, making connections to cultural designs.

### Angles

- SMSC Link: Fosters logical reasoning and problem-solving, encouraging precision and an appreciation for geometry's role in design.
- Example Activity: Apply angle calculations in real-life scenarios, such as navigating directions or constructing shapes.

### Statistical Diagrams

- SMSC Link: Develops critical thinking in data interpretation and the representation of information in various forms.
- Example Activity: Collect and represent data on topics of interest, encouraging thoughtful presentation and analysis.

### Inequalities

- SMSC Link: Promotes understanding of comparisons and ranges, fostering critical thinking and decision-making skills.
- Example Activity: Use practical scenarios, such as budgeting or capacity limits, to apply inequalities, showing their relevance in decision-making.

### Brackets

- SMSC Link: Supports logical thinking in structuring expressions and simplifying equations.
- Example Activity: Practice using brackets in equations, emphasizing the importance of organization and clarity in problem-solving.

### Algebraic Fractions

- SMSC Link: Teaches perseverance and logical thinking in handling more complex mathematical expressions.
- Example Activity: Simplify algebraic fractions in step-by-step tasks, promoting persistence and systematic approaches to problem-solving.

### Recurring Decimals

- SMSC Link: Encourages precision and critical thinking in distinguishing between types of decimals and their uses.
- Example Activity: Explore recurring decimals through real-life applications, such as in currency and measurement conversions, to highlight their practical importance.

- The Year 8 curriculum integrates SMSC in each mathematics topic, encouraging students to see the relevance of mathematics in various aspects of life. These activities and examples support not only mathematical skills but also a broader understanding of fairness, logical reasoning, and the role of math in personal and social contexts.

## Year 9

### Fractions and Percentages

- SMSC Link: Teaches practical life skills such as financial literacy, budgeting, and fair distribution, emphasizing ethical decisions in resource allocation.
- Example Activity: Students work with scenarios involving discounts, taxes, and interest rates, highlighting the impact of percentages in everyday financial decisions.

### Probability

- SMSC Link: Enhances understanding of risk and chance, prompting discussions on fairness, decision-making, and the implications of probability in real-life situations.
- Example Activity: Explore probability in contexts like games or weather predictions, and discuss responsible choices based on likely outcomes.

### Standard Form

- SMSC Link: Encourages an appreciation of scale and the vastness of numbers in scientific contexts, fostering curiosity about the world.
- Example Activity: Apply standard form to real-life scenarios, such as distances in astronomy, to deepen understanding of large-scale measurements and promote awe for the universe.

### Inequalities

- SMSC Link: Teaches logical reasoning, critical thinking, and practical applications in personal finance and capacity constraints.
- Example Activity: Use inequalities to model budget or time constraints, helping students understand decision-making within limitations.

### Quadratic Equations

- SMSC Link: Develops resilience in tackling complex problems and promotes analytical skills that reinforce structured thinking.
- Example Activity: Solve real-world problems modeled by quadratics, such as projectile motion, enhancing understanding of math in physics and engineering.

### Formulae

- SMSC Link: Supports the development of logical thinking by applying consistent methods, which can build confidence and self-discipline.



- Example Activity: Students create and rearrange formulae for real-life applications, emphasizing the universality of mathematical models.

#### **Constructions**

- SMSC Link: Encourages patience, precision, and appreciation for geometry's role in art, design, and architecture.
- Example Activity: Practice geometric constructions like bisectors and perpendiculars, highlighting symmetry and its presence in architecture and nature.

#### **Circles**

- SMSC Link: Enhances appreciation for geometric shapes in nature and culture, promoting curiosity about the role of circles in design and physics.
- Example Activity: Explore circle-related concepts in real-world applications, such as wheels, clocks, and architectural structures.

#### **Rounding**

- SMSC Link: Teaches accuracy and the importance of approximation in decision-making and data interpretation.
- Example Activity: Use rounding in financial or measurement scenarios, reinforcing the importance of precision in real-world tasks.

#### **3D Shapes**

- SMSC Link: Develops spatial awareness and an appreciation for the geometry found in architecture and nature.
- Example Activity: Explore volume and surface area using everyday objects, fostering connections between geometry and the physical world.

#### **Pythagoras' Theorem**

- SMSC Link: Encourages logical thinking and the exploration of mathematical principles with real-world applications, particularly in construction and navigation.
- Example Activity: Apply Pythagoras' theorem to practical scenarios, like determining distances or analyzing right-angled structures.

#### **Ratio and Proportion**

- SMSC Link: Teaches fairness, equity, and proportional reasoning in contexts like sharing resources or comparing quantities.
- Example Activity: Use recipes or map scales to understand proportion in real-world contexts, emphasizing fairness and balance.

#### **Linear Graphs**

- SMSC Link: Reinforces analytical thinking through the exploration of relationships between variables.
- Example Activity: Plot and interpret linear graphs from real-life data, like speed over time, reinforcing relationships between variables.

#### **Compound Measures**

- SMSC Link: Teaches application of measurement in practical contexts, reinforcing understanding of physical quantities.
- Example Activity: Use real-life scenarios, such as calculating speed or density, to connect compound measures with tangible outcomes.

#### **Motion-Time Graphs**

- SMSC Link: Enhances analytical skills by interpreting and predicting real-world data, particularly in physics.
- Example Activity: Analyze motion-time graphs from experiments, emphasizing relationships between distance, speed, and time.

#### **Quadratic Graphs**

- SMSC Link: Develops resilience in interpreting non-linear relationships and enhances appreciation for mathematical modeling.
- Example Activity: Explore quadratic graphs in physics applications, such as projectile paths, to show math's relevance in natural phenomena.

#### **Angles and Bearings**

- SMSC Link: Fosters logical thinking and practical application in navigation and geography.
- Example Activity: Use angles and bearings in map-reading exercises, linking geometry with real-world orientation and navigation.

#### **Transformations**

- SMSC Link: Promotes appreciation for symmetry and patterns in art, architecture, and nature.
- Example Activity: Investigate transformations in cultural designs and tessellations, emphasizing cultural relevance and creativity.

#### **Similarity and Congruence**

- SMSC Link: Teaches comparison, scale, and proportionality, fostering spatial awareness.
- Example Activity: Explore similarity in real-world contexts, such as maps or models, emphasizing scaling and proportional relationships.

#### **Handling Data and Statistical Diagrams**

- SMSC Link: Encourages critical thinking and data interpretation skills, fostering responsible decision-making.
- Example Activity: Analyze and present data from surveys, discussing implications and ethical considerations of data handling.

#### **Vectors**

- SMSC Link: Supports spatial reasoning and understanding of direction, relevant in physics and engineering applications.
- Example Activity: Apply vectors in simple motion scenarios, emphasizing their practical applications in fields like navigation and mechanics.

- The Year 9 curriculum integrates SMSC elements into each mathematics topic, encouraging students to understand mathematics not only as a set of abstract concepts but as a field with real-world, ethical, and cultural significance. Through various activities, students build resilience, curiosity, and responsibility, understanding how mathematics connects to their lives and the wider world.

## **Year 10 Foundation**

#### **Standard Form**

- SMSC Link: Fosters an appreciation for scientific and astronomical concepts by handling large and small numbers, promoting curiosity and wonder about the universe and scientific discovery.
- Example Activity: Use standard form to explore real-world data, such as distances between planets or microscopic measurements in biology. This reinforces the relevance of mathematics in scientific



advancements and encourages curiosity about the natural world.

#### Percentages

- SMSC Link: Teaches essential financial literacy skills, including understanding interest rates, discounts, and percentages in everyday contexts, which promotes responsible personal finance.
- Example Activity: Practice calculating discounts and interest, helping students see how percentages are applied in banking, shopping, and budgeting. This fosters responsible financial management and ethical decision-making.

#### Compound Measures

- SMSC Link: Reinforces logical thinking and understanding of various compound units, such as speed, density, and flow rate, promoting precision and accuracy.
- Example Activity: Solve practical problems involving speed, density, and unit conversions to develop real-world problem-solving skills, emphasizing the importance of precision and thoughtful calculation in fields like engineering and healthcare.

#### Rounding

- SMSC Link: Encourages accuracy, precision, and attention to detail, which are valuable in both academic and real-life settings. Rounding helps students make approximations for practicality without losing sight of the original value.
- Example Activity: Use rounding in scenarios such as financial calculations, measurements, or time estimation, helping students make reasonable approximations while considering the implications of losing precision in certain contexts.

#### Estimation

- SMSC Link: Promotes decision-making and fosters a sense of responsibility when approximating in real-life scenarios. Estimation is key in making quick, practical judgments and budgeting.
- Example Activity: Apply estimation in budgeting exercises or measuring quantities, helping students understand when estimation is useful and when accuracy is essential. This emphasizes flexibility in thinking and adaptability in problem-solving.
- Through each of these Year 10 foundation topics, SMSC is embedded into the curriculum to highlight the broader impacts of mathematics on real-world issues. This curriculum fosters students' understanding of the ethical and practical applications of mathematics, supporting their development as responsible, curious, and mathematically aware individuals.

#### Year 10 Higher

##### Fractions and Percentages

- SMSC Link: Develops financial literacy and supports students in making fair and ethical financial decisions in real-life contexts, fostering a sense of responsibility.
- Example Activity: Apply percentages and fractions in budgeting exercises, helping students understand discounts, tax rates, and income breakdowns, thereby promoting responsible personal finance.

##### Compound Measures

- SMSC Link: Teaches precision in various real-life situations, such as speed, density, and pressure, encouraging students to understand the applications of mathematics in fields like science, engineering, and finance.
- Example Activity: Use scenarios like calculating speed, density, and fuel consumption to show the real-world implications of compound measures, emphasizing accuracy and practical decision-making.

##### Rounding

- SMSC Link: Fosters accuracy and an appreciation for balancing precision and practicality, useful in financial decisions and scientific measurements.
- Example Activity: Use rounding in financial and scientific contexts to show where it's beneficial or necessary to simplify figures while maintaining important details, enhancing students' attention to accuracy.

##### Surds

- SMSC Link: Cultivates logical thinking and resilience in handling irrational numbers, and fosters curiosity about mathematical constants and their appearances in nature and design.
- Example Activity: Explore the use of surds in geometry, such as in the calculation of the diagonal of squares, highlighting how irrational numbers appear in natural and architectural contexts, inspiring curiosity about mathematical patterns.

##### Inequalities

- SMSC Link: Encourages fairness, logical reasoning, and understanding of limitations and boundaries in various contexts, from resource allocation to spatial limitations.
- Example Activity: Use inequalities in budgeting or resource allocation scenarios to help students understand constraints and the importance of fair distribution, promoting moral and ethical reasoning.

##### Indices

- SMSC Link: Reinforces logical thinking and appreciation for the power of exponential growth and decay, relevant in areas like population studies, finance, and science.
- Example Activity: Explore exponential growth using real-world examples, such as interest rates or population dynamics, to illustrate the ethical considerations in resource management and environmental sustainability.

##### Recap and Revision Week

- SMSC Link: Encourages self-reflection, resilience, and responsibility for learning, fostering confidence and independence.
- Example Activity: Promote peer discussions and collaborative revision sessions, allowing students to reflect on their learning and set personal improvement goals, reinforcing the value of self-discipline and cooperation.

##### Statistical Measures

- SMSC Link: Develops critical thinking skills in data analysis, fostering an understanding of bias, interpretation, and ethical representation of data.
- Example Activity: Analyze real-world data sets, such as those related to demographics or social issues, encouraging students to question sources and understand the ethical responsibility of data



interpretation and presentation.

#### Properties of Polygons

- SMSC Link: Fosters appreciation for geometry in natural and cultural designs, encouraging students to see connections between mathematics, art, and architecture.
- Example Activity: Explore the use of polygons in architectural structures and cultural designs, discussing the global influence of geometry and its role in human creativity and cultural expression.
- Probability
- SMSC Link: Enhances understanding of risk, chance, and informed decision-making in uncertain scenarios, encouraging fair assessments and responsible predictions.
- Example Activity: Engage students in probability exercises related to real-life scenarios, such as games of chance or weather forecasting, discussing the ethical considerations of using probability in decision-making processes.
- The Year 10 higher curriculum integrates SMSC into each mathematics topic, encouraging students to see mathematics not only as a tool for academic success but as a foundation for ethical and informed living. This curriculum fosters students' understanding of the wider impacts of mathematics, supporting their growth as responsible and analytically minded individuals.

### Year 11 Foundation

#### Factors, Multiples, and Primes

- SMSC Link: Teaches the concept of building blocks and structure within mathematics, inspiring curiosity about patterns and order in nature and number theory.
- Example Activity: Explore real-life applications of factors and multiples, such as in cryptography, to spark interest in the underlying structures of mathematics.

#### Fractions

- SMSC Link: Develops understanding of fair sharing and proportional reasoning, fostering ethical thinking and decision-making.
- Example Activity: Apply fractions to everyday contexts, such as dividing resources or budgeting, to highlight the importance of fairness and equity.

#### Expressions

- SMSC Link: Encourages logical reasoning and expression of ideas in mathematical form, which promotes clarity and precision.
- Example Activity: Use real-life scenarios to create and interpret expressions, fostering analytical skills and the ability to communicate complex ideas concisely.

#### Equations

- SMSC Link: Reinforces problem-solving skills, encouraging students to seek balanced and fair solutions in mathematical and real-life scenarios.
- Example Activity: Solve practical problems using equations, such as calculating costs or distances, to illustrate real-world problem-solving.

#### Angles

- SMSC Link: Enhances spatial awareness and logical thinking, with applications in fields like architecture and design, fostering an appreciation for geometry.
- Example Activity: Explore angles within architectural structures and natural formations, encouraging students to recognize geometry's role in art and engineering.

#### Right-Angled Triangles

- SMSC Link: Promotes logical thinking and problem-solving, with real-world applications in navigation, construction, and design.
- Example Activity: Use Pythagoras' theorem in practical tasks, such as calculating distances in navigation, to show how mathematics supports real-life applications.

#### Surface Area and Volume

- SMSC Link: Reinforces appreciation for spatial dimensions and measurements, fostering respect for practical applications in design and engineering.
- Example Activity: Calculate surface areas and volumes for real-life objects, like packaging, to develop practical skills and foster awareness of spatial dimensions.

#### Statistical Diagrams

- SMSC Link: Encourages critical analysis of data, teaching students to consider ethical implications and biases in data representation.
- Example Activity: Interpret statistical diagrams on social issues, discussing data reliability and ethical presentation, promoting responsible citizenship.

#### Probability

- SMSC Link: Teaches risk assessment and decision-making in uncertain situations, fostering responsible choices based on likely outcomes.
- Example Activity: Discuss probability in the context of real-life risks, such as health statistics, to encourage students to make informed choices.

#### Inequalities

- SMSC Link: Enhances understanding of limitations and constraints, encouraging logical decision-making within boundaries.
- Example Activity: Solve inequalities in budgeting or resource allocation scenarios to highlight the importance of equitable and practical decision-making.

#### Vectors

- SMSC Link: Develops spatial reasoning and understanding of direction, relevant to applications in physics and engineering.
- Example Activity: Apply vectors to simple physics problems, like navigation, to illustrate how math supports various fields and real-world applications.

#### Percentages

- SMSC Link: Essential for financial literacy, teaching students to make responsible choices in budgeting, taxes, and interest.
- Example Activity: Practice calculating interest and discounts to show practical applications of percentages, promoting ethical financial awareness.

#### Compound Measures

- SMSC Link: Reinforces logical application of measures, like speed or density, helping students make sense of complex units and quantities in real life.
- Example Activity: Use scenarios like speed-distance-time to show how compound measures are used in real-world situations, promoting precision in calculations.

#### Ratio and Proportion

- SMSC Link: Teaches fair distribution and comparison, fostering responsible decision-making in resource allocation.



- Example Activity: Use real-life scenarios, such as recipe adjustments, to explore proportionate reasoning and its relevance to equity and fairness.

#### **Standard Form**

- SMSC Link: Develops appreciation for scientific notation and scale, which fosters curiosity about vast numbers and small scales, especially in science.
- Example Activity: Apply standard form in contexts like space exploration distances to show how math connects with scientific inquiry.

#### **Sequences**

- SMSC Link: Encourages understanding of patterns and predictions, promoting curiosity about growth patterns and relationships.
- Example Activity: Explore arithmetic and geometric sequences in natural patterns or financial contexts, reinforcing an appreciation for structure and growth.

#### **Linear Graphs**

- SMSC Link: Enhances analytical thinking by teaching students to identify relationships between variables, relevant to various real-life contexts.
- Example Activity: Use linear graphs to model real-life relationships, such as cost vs. distance, to develop students' understanding of practical applications.
- The Year 11 foundation curriculum provides students with an enriched understanding of how mathematics influences the world around them, while SMSC links help students appreciate the ethical, social, and cultural aspects of mathematical concepts. This curriculum prepares students to think critically, responsibly, and compassionately as they apply mathematics in their lives.

## **Year 11 Higher**

### **Surds**

- SMSC Link: Introduces students to irrational numbers, fostering curiosity and appreciation for mathematical constants that appear in nature and geometry.
- Example Activity: Explore real-life applications of surds, such as calculating the diagonal lengths in squares and rectangles, to show the connections between math and the natural world.

### **Algebraic Fractions**

- SMSC Link: Develops logical thinking and resilience by handling complex algebraic expressions, encouraging perseverance and systematic problem-solving.
- Example Activity: Simplify and manipulate algebraic fractions in real-world contexts, promoting analytical skills and an appreciation for precision and accuracy.

### **Equations**

- SMSC Link: Encourages students to seek balanced solutions, supporting logical reasoning and fairness in both mathematical and life scenarios.
- Example Activity: Solve equations related to practical problems, like budgeting or physics, to demonstrate the relevance of equations to real-life decision-making.

### **Pythagoras' Theorem and Trigonometry**

- SMSC Link: Promotes understanding of space and relationships between shapes, fostering appreciation for geometry in architecture and design.
- Example Activity: Apply trigonometry to calculate heights and distances in practical scenarios, emphasizing mathematics' role in navigation and structural design.

### **Circle Geometry**

- SMSC Link: Enhances spatial awareness and highlights symmetry and patterns, fostering an appreciation for geometry's role in art, design, and nature.
- Example Activity: Explore circle theorems and relate them to patterns in architecture and cultural designs, promoting awareness of geometry's influence across cultures.

### **Statistical Diagrams**

- SMSC Link: Encourages critical thinking and ethical consideration in data interpretation, fostering awareness of how data representation can influence perspectives.
- Example Activity: Analyze statistical diagrams on relevant social topics, such as demographics, discussing data reliability and ethical presentation to promote responsible data usage.

### **Probability**

- SMSC Link: Helps students understand risk, chance, and informed decision-making, encouraging responsible and realistic assessments of uncertain situations.
- Example Activity: Apply probability to real-life situations, such as medical or weather statistics, to highlight ethical considerations and promote informed choices.

### **Inequalities**

- SMSC Link: Teaches students about boundaries and limitations, encouraging logical thinking within constraints, which is essential for responsible decision-making.
- Example Activity: Apply inequalities to real-world scenarios like resource allocation, fostering a sense of fairness and ethical reasoning in problem-solving.

### **Functions**

- SMSC Link: Fosters analytical thinking and helps students understand relationships between variables, relevant in sciences and technology.
- Example Activity: Investigate real-world applications of functions, such as in economics and physics, to demonstrate how mathematics can describe real-world phenomena.

### **Transformations**

- SMSC Link: Promotes spatial awareness and respect for symmetry and patterns, fostering appreciation for visual aspects of mathematics in art and nature.
- Example Activity: Explore transformations in design and architecture, such as tessellations, to show how math connects with cultural art forms.

### **Iteration**

- SMSC Link: Teaches logical sequence and patience in problem-solving, promoting perseverance and resilience.
- Example Activity: Use iterative methods to solve problems, discussing real-world applications like algorithmic processes and engineering, fostering an appreciation for incremental progress.

### **Algebraic Proof**

- SMSC Link: Encourages critical thinking and logical reasoning, highlighting the importance of evidence-based arguments and clarity in reasoning.
- Example Activity: Work on algebraic proofs that build reasoning and evidence skills, reinforcing the importance of rigorous and transparent thinking.

### **Similarity**

- SMSC Link: Enhances spatial reasoning and proportion awareness, connecting mathematics to real-world contexts such as scale models and architecture.
- Example Activity: Explore similarity in art and architecture, such as in perspective drawings, fostering an appreciation for proportion and design.

### **Geometric Proof**



- SMSC Link: Develops logical structure and analytical reasoning, encouraging students to think methodically and respect logical processes.
  - Example Activity: Create geometric proofs related to well-known theorems, fostering a deeper understanding of rigorous thinking and mathematical structure.
- Graphs**
- SMSC Link: Reinforces analytical thinking by teaching students to interpret and analyze real-world relationships between variables.
  - Example Activity: Use graphs to model data in practical contexts, like cost analysis, population growth, or environmental data, highlighting mathematics' role in informed decision-making.
- Each of these topics contributes to students' development of critical thinking and ethical awareness, showing them how mathematics can be used responsibly and thoughtfully. Through this Year 11 higher curriculum, students not only gain mathematical skills but also develop an understanding of the social, ethical, and cultural contexts in which math plays a critical role.

## Science - Biology

### Year 7

#### **Organisms, Levels of Organisation, Cells**

- SMSC Link: Fosters awe and wonder at the complexity and diversity of life, promoting respect for living organisms and the systems that support life.
- Example Activity: Introduce microscope work to examine cells and tissue samples, inspiring curiosity about the fundamental building blocks of life and reinforcing the importance of all organisms, regardless of size.

#### **Ecosystems, Interdependence, Plant Reproduction**

- SMSC Link: Encourages an understanding of the delicate balance in ecosystems and the interdependence of species, fostering a sense of environmental responsibility and respect for nature.
- Example Activity: Explore the concept of food chains and webs, showing how different species rely on each other for survival. Discuss the impact of human actions on ecosystems and promote the importance of environmental conservation.

#### **Genes**

- SMSC Link: Introduces students to the concept of genetic inheritance, encouraging them to consider the diversity of life and individuality, and to appreciate the shared genetic links among all humans.
- Example Activity: Discuss genetic traits and how they are passed down through generations, fostering understanding and respect for diversity within the human population. This discussion can include ethical considerations around genetics and respect for individuality.

Each topic in the Year 7 science curriculum not only builds scientific knowledge but also supports students' growth as empathetic, informed, and responsible individuals. By understanding their place in a complex web of life, students develop a respectful and ethical approach to scientific inquiry and the natural world.

### Year 8

#### **Organisms, Breathing, and Digestion**

- SMSC Link: Builds respect for the complexity and resilience of the human body and promotes an understanding of how lifestyle choices impact health, fostering responsible attitudes toward personal wellbeing.
- Example Activity: Study the effects of diet, exercise, and lifestyle choices on breathing and digestion to emphasize the importance of taking care of one's health. Discussions on issues like smoking and its impact on respiratory health can lead to informed decision-making and ethical considerations about health choices.

#### **Ecosystems, Respiration, and Photosynthesis**

- SMSC Link: Teaches the interconnectedness of living organisms and their reliance on each other and the environment, encouraging an appreciation for nature and promoting environmental stewardship.
- Example Activity: Investigate food chains, the carbon cycle, and the role of plants in producing oxygen through photosynthesis. This can lead to discussions on environmental issues, such as deforestation and climate change, helping students understand their responsibility toward protecting the environment.

#### **Genes, Evolution, and Inheritance**

- SMSC Link: Explores the diversity of life and the shared genetic connections between species, promoting respect for all living organisms and an understanding of humanity's place within the natural world.
  - Example Activity: Discuss how traits are inherited and the concept of natural selection, fostering respect for diversity and uniqueness in all living things. Ethical discussions around genetic research, evolution, and conservation encourage students to reflect on the moral responsibilities associated with scientific advancements.
- The Year 8 science curriculum not only enhances scientific literacy but also supports students' development into thoughtful, responsible citizens who appreciate the complexity and interdependence of the natural world. Through SMSC links, students learn to approach science with respect for life, an understanding of ethical issues, and a commitment to environmental responsibility.



## Year 9

### Cells

- SMSC Link: Studying cells fosters a sense of awe and wonder at the complexity and intricacies of life's building blocks, encouraging students to appreciate the fundamental similarities between all living organisms.
- Example Activity: Using microscopes to examine cells from different organisms, students can explore the similarities and differences in cell structure, cultivating respect for life and the unity of living beings at a cellular level. Discussing the impact of diseases on cells promotes empathy and an understanding of global health issues.

### Cell Systems

- SMSC Link: Exploring cell systems, such as tissues and organs, highlights the cooperation between different parts of an organism, promoting an understanding of interdependence and the importance of each part of a whole.
- Example Activity: Investigate the role of various systems (e.g., respiratory or circulatory) within the body, linking discussions to healthy lifestyle choices, personal responsibility, and the effects of lifestyle on health. Ethical issues, such as organ donation, can also be explored to encourage responsible and informed attitudes toward healthcare decisions.

### Fertilisation and Implantation

- SMSC Link: Learning about human reproduction encourages respectful discussions around life processes, promotes understanding of reproduction, and fosters an appreciation for life's complexity and continuity.
- Example Activity: Examine the process of fertilisation and implantation in a scientific, respectful manner. Discussions on fertility, reproductive health, and birth promote understanding and respect for family structures and cultural perspectives, supporting students in developing responsible, informed attitudes towards human biology and health.

### Variation and Natural Selection

- SMSC Link: Studying variation and natural selection supports understanding of biodiversity and the value of genetic diversity within and across species, fostering respect for all life forms and promoting awareness of environmental issues that threaten biodiversity.
- Example Activity: Discuss real-world examples of adaptation, such as antibiotic resistance in bacteria, encouraging students to reflect on the implications of human actions on natural selection. Ethical discussions around biodiversity conservation, endangered species, and human impact on ecosystems promote a sense of responsibility toward environmental stewardship and respect for the diversity of life.
- The Year 9 science curriculum not only enhances students' scientific understanding but also nurtures their development as empathetic, responsible, and ethically aware individuals. Through SMSC connections, students appreciate the shared biological foundations of all living organisms and the importance of making thoughtful, informed decisions that consider the impact on both individual health and the environment.

## Year 10

### Cell Structure and Transport

- SMSC Link: Learning about cell structure and transport systems fosters awe for the microscopic complexity of life, promoting an appreciation of the fundamental processes that sustain all living organisms.
- Example Activity: Explore the functions of different cell organelles and the role of transport mechanisms like osmosis and diffusion in maintaining life. Students can discuss how these processes are universal across life forms, promoting respect for the interconnectedness of all living organisms.

### Cell Division

- SMSC Link: Examining cell division (mitosis and meiosis) promotes understanding of growth, reproduction, and genetic continuity, encouraging respect for life's cycle and individuality.
- Example Activity: Discuss the role of cell division in growth, repair, and reproduction, as well as ethical questions surrounding stem cell research, cloning, and genetic modification. This can foster a balanced understanding of the potential benefits and ethical challenges associated with biotechnology.

### Organisation and the Digestive System

- SMSC Link: Studying the digestive system encourages students to understand the importance of health and wellbeing, fostering respect for the human body and personal responsibility for making healthy lifestyle choices.
- Example Activity: Examine the process of digestion and the role of enzymes, then discuss the importance of balanced diets and healthy eating. Students can explore issues around food security, global nutrition, and the moral implications of food production and access, fostering empathy and awareness of global inequalities.

### Organising Animals and Plants

- SMSC Link: Learning about the organisation of animals and plants builds understanding of biological systems and the interdependence within and between species, promoting respect for biodiversity and ecosystem balance.
- Example Activity: Study how plant and animal systems work together in an ecosystem, exploring topics like the circulatory and respiratory systems in animals and photosynthesis in plants. This can lead to discussions on environmental conservation, the impact of human activities on ecosystems, and the ethical implications of biodiversity loss.

### Preventing and Treating Disease

- SMSC Link: Understanding disease prevention and treatment develops awareness of public health and ethical considerations in medical science, promoting responsible attitudes towards personal and community health.
- Example Activity: Explore different methods of disease prevention, such as vaccinations, hygiene, and lifestyle choices. Students can discuss the ethical implications of vaccination programs, antibiotic resistance, and healthcare access, fostering an understanding of how individual choices can impact public health.



### **Non-Communicable Diseases**

- SMSC Link: Learning about non-communicable diseases (NCDs) encourages students to consider the impact of lifestyle on health, fostering responsibility for personal wellbeing and empathy for those affected by these diseases.
- Example Activity: Study causes and prevention of NCDs like heart disease and diabetes, discussing lifestyle factors such as diet, exercise, and smoking. This can lead to ethical discussions about healthcare access, prevention programs, and societal responsibilities towards promoting healthy living.

### **Photosynthesis**

- SMSC Link: Understanding photosynthesis fosters respect for plant life and its crucial role in sustaining life on Earth, highlighting the importance of environmental conservation and responsibility.
- Example Activity: Examine the process of photosynthesis and its role in producing oxygen and food for other organisms. Discuss environmental issues such as deforestation and climate change, reinforcing the importance of protecting plant life and promoting sustainable practices.

### **Respiration**

- SMSC Link: Studying respiration emphasizes the unity and interconnectedness of all living organisms, as all life depends on energy transformation processes, fostering respect for life and shared biological functions.
- Example Activity: Compare aerobic and anaerobic respiration in different organisms and explore the role of respiration in ecosystems. This can prompt discussions about human impacts on the environment, such as pollution and carbon emissions, and the importance of taking responsibility for sustainable energy use.
- The Year 10 science curriculum not only advances scientific knowledge but also nurtures ethical awareness, empathy, and personal responsibility. Through SMSC links, students develop a respect for the complexity of life processes, understand the impact of lifestyle choices on health, and consider the broader environmental and ethical issues associated with science and health.

## **Year 11**

### **The Human Nervous System**

- SMSC Link: Studying the nervous system inspires awe for the intricacy and efficiency of human biology and fosters respect for mental and physical health.
- Example Activity: Explore reflex actions and the role of the nervous system in maintaining bodily functions. Discussions on brain health, mental health awareness, and the effects of drugs on the nervous system foster responsible health choices and empathy towards those dealing with neurological issues.

### **Hormonal Coordination**

- SMSC Link: Understanding hormonal coordination highlights the balance required for physical and emotional wellbeing and fosters respect for bodily systems that are often sensitive to environmental and lifestyle factors.
- Example Activity: Study hormones related to growth, metabolism, and reproductive health, encouraging discussions on puberty and adolescent health. Addressing issues like hormonal imbalances and the importance of mental health fosters understanding and empathy, promoting responsible attitudes toward health management.

### **Homeostasis in Action**

- SMSC Link: Exploring homeostasis emphasizes the body's ability to maintain internal stability, fostering an appreciation for the resilience and adaptability of living organisms.
- Example Activity: Investigate the body's responses to temperature changes, blood sugar regulation, and hydration. Discussing conditions such as diabetes or heatstroke can help students understand the importance of balanced lifestyles and healthcare support for those with chronic conditions, promoting empathy and awareness.

### **Reproduction**

- SMSC Link: Learning about human reproduction provides an opportunity for respectful discussions about the biological and ethical aspects of reproduction, relationships, and personal responsibility.
- Example Activity: Study sexual and asexual reproduction, covering genetic inheritance and prenatal development. Ethical discussions around fertility treatments, reproductive choices, and societal implications foster respect for diverse perspectives on family, health, and ethics.

### **Variation and Evolution**

- SMSC Link: Studying variation and evolution promotes respect for biodiversity and an understanding of the adaptability of life on Earth, reinforcing the importance of conservation.
- Example Activity: Explore natural selection, adaptation, and the development of species over time. Ethical considerations around human impact on evolution (e.g., antibiotic resistance) and conservation highlight students' responsibility to protect biodiversity and respect all life forms.

### **Genetics and Evolution**

- SMSC Link: Genetics and evolution topics encourage exploration of individuality, diversity, and the ethical implications of genetic research, fostering respect for the diversity of life and responsible scientific inquiry.
- Example Activity: Discuss genetic inheritance, genetic mutations, and the development of species. Ethical debates on genetic engineering, cloning, and conservation efforts allow students to consider the impact of genetics on society and the responsibilities of scientific advancement.

### **Adaptations, Interdependence, and Competition**

- SMSC Link: This topic encourages understanding of how organisms adapt to survive, promoting awareness of the delicate balance in ecosystems and a sense of responsibility toward environmental conservation.
- Example Activity: Study examples of adaptations in different species and the concept of ecological niches. Discussions on the impact of human actions on competition and interdependence in ecosystems (e.g., deforestation, pollution) help students understand their role in protecting biodiversity.

### **Organising an Ecosystem**

- SMSC Link: Learning about ecosystem structure and function fosters respect for the interconnectedness of species and encourages responsible attitudes towards protecting natural habitats.
- Example Activity: Investigate food webs, nutrient cycles, and the role of organisms in ecosystems. Students can discuss topics like ecosystem collapse due to human actions, reinforcing the



importance of sustainable living and respect for all components of the natural world.

#### **Biodiversity and Ecosystems**

- SMSC Link: Understanding biodiversity promotes appreciation for the variety of life on Earth and highlights the need for conservation, encouraging students to act responsibly toward the environment.
- Example Activity: Study the factors that affect biodiversity and the importance of conservation efforts. Discuss ethical issues surrounding biodiversity loss, endangered species, and the role of humans in environmental preservation to encourage a commitment to sustainability and conservation.
- The Year 11 science curriculum not only enhances scientific understanding but also nurtures students' growth as ethically aware, responsible citizens. Through SMSC links, students develop respect for human health, biodiversity, and the environment, understanding the broader implications of scientific knowledge and their role in promoting sustainable and ethical practices.

## **Chemistry**

### **Year 7**

#### **Matter: Particles and Mixtures**

- SMSC Link: Learning about the particle model of matter and mixtures encourages students to appreciate the building blocks of the physical world, fostering a sense of wonder about the nature of all materials around them.
- Example Activity: Investigate the properties of solids, liquids, and gases and explore how materials can be separated in mixtures. This helps students understand how various materials are used responsibly and consider the importance of recycling, encouraging a sense of responsibility for environmental sustainability.

#### **Reactions: Acids and Alkalis, Metals and Non-metals**

- SMSC Link: Exploring reactions, acids, and alkalis fosters understanding of chemical changes, promoting curiosity and careful thinking about the role of chemicals in daily life and their impact on health and safety.
- Example Activity: Conduct safe experiments with acids and alkalis to learn about pH and neutralisation reactions. Students can discuss the responsible handling of substances and consider the ethical implications of chemical use in agriculture and industry, promoting awareness of environmental and health considerations.

#### **Metals and Non-metals:**

- The study of metals and non-metals also encourages appreciation for material diversity and their roles in technology and construction, prompting reflection on responsible resource use and recycling.
- Example Activity: Compare the properties of metals and non-metals and their applications, leading to discussions on sustainability, ethical mining practices, and the environmental impact of resource extraction. This promotes responsible attitudes toward resource conservation and environmental care.

#### **Earth: Earth Structure and Universe**

- SMSC Link: Studying the structure of the Earth and the vastness of the universe inspires awe and curiosity about our planet's formation and place in the cosmos, fostering respect for natural resources and life on Earth.
- Example Activity: Explore topics such as the layers of the Earth, tectonic plates, and natural resources. Discussing the environmental impact of human activity on the Earth's structure, such as mining, fossil fuels, and pollution, encourages students to consider sustainable practices and develop respect for environmental conservation.
- Universe: Learning about the universe and its vastness helps students reflect on humanity's place within it, promoting spiritual growth and appreciation for diversity in beliefs about the origin of the universe.
- Example Activity: Study planets, stars, and galaxies, encouraging students to explore various cultural and historical perspectives on astronomy and cosmology. This can lead to discussions on the contributions of different cultures to scientific knowledge and foster respect for diverse beliefs and ideas.
- The Year 7 science curriculum not only builds foundational scientific knowledge but also nurtures students' growth as thoughtful and ethically responsible individuals. Through SMSC connections, students develop curiosity, respect for the environment, and an understanding of the ethical considerations surrounding science and its impact on the natural world.

### **Year 8**

#### **Matter: Elements & Periodic Table**

- SMSC Link: Learning about elements and the periodic table fosters curiosity about the building blocks of all matter and an appreciation for scientific inquiry and discovery.
- Example Activity: Investigate the discovery and organization of elements, examining how different elements have unique properties and uses. Discussions on the impact of these discoveries on society—such as the development of technology and medicine—highlight the contributions of scientists from diverse cultures, fostering respect for diversity in scientific achievements and a global perspective on progress.
- Cultural Link: Studying the historical development of the periodic table and the contributions of scientists such as Dmitri Mendeleev and Marie Curie can prompt reflection on the diversity of ideas and perspectives in science, promoting an appreciation for collaborative knowledge-building across cultures.



### Reactions: Types of Reaction and Chemical Energy

- SMSC Link: Exploring different types of chemical reactions and chemical energy introduces students to the transformative power of chemistry, fostering an understanding of the practical uses and ethical considerations of chemical reactions in daily life.
- Example Activity: Conduct experiments on exothermic and endothermic reactions, and discuss the applications of chemical energy in products such as batteries and fuels. This helps students consider the benefits and potential environmental costs of using certain chemical reactions, encouraging a sense of responsibility toward sustainable energy use and environmental stewardship.
- Ethical Link: Discuss the ethical implications of using chemical reactions in industry and agriculture, such as the production of fertilizers, plastics, and pharmaceuticals. This fosters awareness of environmental impacts and the importance of responsible chemical use to minimize pollution and harm to ecosystems.

### Earth: Climate and Earth Resources

- SMSC Link: Studying climate and Earth's resources emphasizes the interconnectedness of natural systems and human impact on the planet, fostering environmental awareness and responsibility.
- Example Activity: Explore the causes and effects of climate change, including discussions on global warming, greenhouse gases, and the depletion of resources. This can lead to discussions on sustainable practices and encourage students to consider their role in reducing carbon footprints, promoting responsible attitudes toward resource conservation.
- Moral Link: Discussions on Earth resources can include the ethical implications of resource extraction, such as mining and fossil fuel use, and their impact on ecosystems and communities. This encourages students to reflect on the moral responsibility to protect the planet for future generations and to consider sustainable alternatives, such as renewable energy sources.
- Social and Cultural Link: Examining the impacts of climate change on different communities worldwide can foster empathy and a sense of global citizenship. By learning about the efforts of various cultures to combat climate change, students can appreciate diverse approaches to environmental stewardship and sustainability.
- The Year 8 science curriculum not only builds foundational scientific knowledge but also encourages students to think ethically, socially, and globally about their role in preserving the environment and using resources responsibly. Through SMSC connections, students develop respect for scientific inquiry, responsibility for environmental sustainability, and empathy for the global impact of climate change.

## Year 9

### Particle Model and State Change

- SMSC Link: Learning about the particle model and state changes fosters curiosity and respect for the physical transformations that occur in matter, encouraging students to explore the foundational science behind everyday phenomena.
- Example Activity: Through investigations on states of matter (solid, liquid, gas) and changes between these states (melting, freezing, condensation, etc.), students can appreciate the reliability and predictability of scientific principles. Discussions on water conservation, energy use in heating and cooling processes, and the importance of sustainable practices can encourage responsible attitudes toward energy consumption and environmental protection.
- Spiritual Link: Observing the transformations in states of matter can inspire a sense of wonder about the natural world and the intricate processes that govern it, promoting appreciation for the beauty and order within nature.

### Atoms and the Periodic Table

- SMSC Link: Studying atoms and the periodic table provides insights into the fundamental building blocks of the universe, fostering respect for scientific discovery and the contributions of diverse scientists.
- Example Activity: Exploring atomic structure, atomic theories, and the development of the periodic table provides opportunities to discuss the work of pioneering scientists, such as Dmitri Mendeleev, Niels Bohr, and others from various cultural backgrounds. This promotes an understanding of the importance of collaborative knowledge-building and respect for diverse contributions to science.
- Cultural and Social Link: Learning about the historical development of atomic theory and the periodic table highlights the global nature of scientific knowledge, recognizing that many cultures have contributed to our current understanding of chemistry. This fosters a respect for diversity and the progress that comes from shared human inquiry.

### Chemical Changes

- SMSC Link: Exploring chemical changes and reactions fosters an understanding of transformation and the impact of these reactions on society, environment, and industry, encouraging students to consider the ethical use of chemistry.
- Example Activity: Investigate types of chemical reactions (combustion, oxidation, neutralization) and the energy changes involved. Students can discuss the use of these reactions in various industries, such as energy production, pharmaceuticals, and agriculture, considering the potential benefits and environmental costs. This helps develop an ethical perspective on how chemical reactions are applied, encouraging students to consider the long-term impacts on the environment and society.
- Moral Link: Examining chemical reactions in industry encourages discussions about pollution, sustainability, and the importance of ethical practices in chemical manufacturing. Students can reflect on the moral responsibility scientists and industries have to develop environmentally friendly solutions and reduce harmful waste.
- Social Link: Understanding chemical changes and their applications in daily life fosters a sense of responsibility for making informed, environmentally-conscious choices. Discussions on pollution, recycling, and responsible waste management link science to social responsibility and community well-being.



- The Year 9 science curriculum provides opportunities for students to understand fundamental scientific principles while fostering responsible attitudes towards resource use and environmental impact. Through these SMSC links, students not only gain scientific knowledge but also develop an ethical and socially aware mindset, becoming informed citizens who value the contributions of science to society.

## **Year 10**

### **Atomic Structure**

- SMSC Link: Understanding atomic structure fosters curiosity and appreciation for the intricacies of the natural world, encouraging students to explore how matter is built from fundamental particles.
- Example Activity: Explore the discovery of subatomic particles and atomic models, such as the work of Rutherford, Bohr, and Thomson. This not only develops students' knowledge of scientific history but also highlights the international and collaborative nature of scientific progress, promoting respect for diverse contributions to our understanding of matter.
- Spiritual Link: Observing the precise and ordered structure of atoms and their behavior in different environments can foster a sense of wonder and awe for the complexity of the universe, deepening students' appreciation for the natural world.

### **The Periodic Table**

- SMSC Link: Studying the periodic table develops an appreciation for scientific classification and the universal laws governing elements and materials, encouraging students to see the periodic table as a unifying structure in science.
- Example Activity: Students examine the historical development of the periodic table, considering the contributions of scientists like Dmitri Mendeleev. This can prompt discussions on cultural contributions to science and the importance of perseverance and creativity in discovery.
- Cultural and Social Link: The periodic table exemplifies global scientific achievement and collaboration, allowing students to recognize that knowledge builds over time and across cultures, fostering respect for shared human achievement.

### **Structure and Bonding**

- SMSC Link: Understanding chemical bonding and molecular structure encourages students to appreciate the forces that hold matter together, fostering critical thinking about the stability and reliability of materials.
- Example Activity: Investigate the different types of chemical bonds—ionic, covalent, and metallic—and discuss their roles in creating materials that society relies on, from metals to polymers. These discussions help students consider the implications of using different materials and the impact on the environment, promoting ethical awareness of sustainable practices.
- Moral Link: Discussions about synthetic materials and their environmental impact can encourage students to reflect on the ethical responsibility of scientists and manufacturers to create environmentally friendly materials.

### **Chemical Calculations**

- SMSC Link: Chemical calculations, such as molar mass and yield, develop problem-solving skills and reinforce accuracy, discipline, and precision.
- Example Activity: Perform calculations related to chemical reactions, reinforcing the importance of accuracy and attention to detail. Through exercises in precision, students learn the ethical importance of accuracy in scientific work, especially in fields such as pharmaceuticals and environmental science, where miscalculations could have significant impacts.
- Moral Link: Emphasize the ethical implications of accuracy in chemistry, where correct calculations can lead to effective medical treatments or efficient resource use, while errors could have health or environmental repercussions.

### **Chemical Changes**

- SMSC Link: Exploring chemical changes fosters an understanding of transformation and reaction, inspiring curiosity and encouraging students to consider the role of chemistry in everyday life.
- Example Activity: Observe different types of chemical reactions, such as combustion, oxidation, and neutralization, and discuss their practical applications and potential hazards. This leads to discussions on responsible chemical use and the societal implications of chemicals in products, from cleaning agents to fuels, encouraging a responsible approach to chemical handling.
- Social and Moral Link: Discussions on the ethical use of chemicals, including safe disposal and reducing pollution, can foster an understanding of social responsibility and the impact of chemistry on public health.

### **Electrolysis**

- SMSC Link: Studying electrolysis introduces students to important industrial processes, fostering an understanding of the role of chemistry in manufacturing and technology.
- Example Activity: Investigate the process of electrolysis and its applications in industries such as metal extraction and water purification. Discussions on the environmental impact and energy consumption in electrolysis prompt students to think about sustainable practices, such as using renewable energy sources for industrial processes, promoting an environmentally conscious mindset.
- Ethical and Social Link: Discuss the implications of energy-intensive processes like electrolysis, encouraging students to consider the balance between industrial needs and environmental conservation.

### **Energy Changes**

- SMSC Link: Understanding exothermic and endothermic reactions encourages students to think about energy transfer, efficiency, and sustainability, fostering responsible attitudes toward energy use.
- Example Activity: Conduct experiments on exothermic and endothermic reactions to observe energy changes. This can lead to discussions on the role of energy changes in everyday applications, such as heating, cooking, and industrial production, and the importance of finding sustainable energy solutions.
- Moral Link: Discussions on the environmental impact of energy-intensive processes in chemical industries help students appreciate the need for sustainability and the moral obligation to seek energy-efficient solutions.

- The Year 10 science curriculum promotes scientific inquiry while instilling an appreciation for the ethical and environmental considerations of scientific applications. Through SMSC connections,

students become more aware of their responsibility to use scientific knowledge thoughtfully, respect diverse contributions to science, and develop an understanding of the impact of chemistry on society and the environment.



## **Year 11**

### **Rates and Equilibrium**

- SMSC Link: Learning about reaction rates and equilibrium promotes problem-solving, critical thinking, and curiosity about dynamic systems in chemistry, providing insight into processes that affect everyday life and industrial production.
- Example Activity: Conduct experiments on reaction rates and Le Chatelier's Principle to understand how conditions affect chemical reactions. Discussions on the use of catalysts in industry highlight the importance of balancing efficiency and environmental impact, fostering ethical considerations in industrial processes.
- Moral and Social Link: Discuss the ethical implications of optimizing reaction rates in industrial settings, where balancing productivity with environmental protection is crucial. This encourages students to think about the responsibility to develop sustainable practices.

### **Crude Oil and Fuels**

- SMSC Link: Studying crude oil and fuels introduces students to the origins and applications of fossil fuels, encouraging discussions on the environmental impact of fossil fuel consumption and the need for sustainable alternatives.
- Example Activity: Investigate the fractional distillation of crude oil and its applications, alongside discussions on fossil fuel depletion, pollution, and global warming. This fosters an understanding of the social responsibility to transition to sustainable energy sources, encouraging students to consider their role in advocating for environmentally friendly practices.
- Moral and Social Link: Examining the environmental costs of fossil fuel usage prompts discussions on ethical responsibility, emphasizing the need to reduce pollution, combat climate change, and protect natural resources for future generations.

### **Organic Reactions**

- SMSC Link: Understanding organic reactions allows students to explore the chemistry behind products like medicines, plastics, and fuels, fostering appreciation for the practical applications of organic chemistry and the responsibility to use these reactions ethically.
- Example Activity: Investigate key organic reactions, such as addition and substitution, in the synthesis of everyday products. Discussions on the implications of organic compounds in pharmaceuticals and plastics emphasize the moral responsibility to use these compounds wisely and safely, particularly regarding environmental disposal and health impacts.
- Ethical Link: Discuss the environmental and health implications of organic chemicals, especially in waste management and pollution, promoting awareness of the responsibility scientists and industries have to minimize harm.

### **Polymers**

- SMSC Link: Studying polymers introduces students to synthetic materials that have transformed industries and everyday life, encouraging students to consider both the benefits and environmental impacts of polymer use.
- Example Activity: Investigate the properties and applications of polymers, with discussions on plastic pollution, recycling, and alternatives to single-use plastics. This fosters a sense of environmental stewardship and the importance of responsible material use.
- Moral and Social Link: Exploring the pollution and waste caused by synthetic polymers encourages discussions on sustainability and ethical responsibility, reinforcing the need for recycling and developing biodegradable materials.

### **Chemical Analysis**

- SMSC Link: Learning about chemical analysis techniques, such as chromatography and spectroscopy, builds students' understanding of the importance of accuracy in scientific testing, which has critical implications in fields like healthcare, environmental monitoring, and law.
- Example Activity: Perform practicals using simple analytical techniques to understand real-world applications, such as drug testing, food safety, and pollution detection. This encourages students to consider the importance of integrity and responsibility in scientific testing.
- Social and Cultural Link: Studying chemical analysis highlights the role of science in protecting public health and safety, promoting respect for scientific contributions that benefit society and improve quality of life.

### **The Earth's Atmosphere**

- SMSC Link: Studying the Earth's atmosphere provides insight into the composition and changes in our environment over time, encouraging awareness of human impact on climate change and the moral obligation to protect our planet.
- Example Activity: Explore topics such as the greenhouse effect, pollutants, and climate change, prompting discussions on air quality, global warming, and individual responsibilities in reducing emissions. This fosters a sense of environmental responsibility and the importance of sustainable practices to protect the atmosphere.
- Moral and Social Link: Discussing the impact of human activity on atmospheric composition encourages ethical reflection on climate action and sustainability, highlighting the social responsibility to contribute to a cleaner environment.

### **The Earth's Resources**

- SMSC Link: Learning about the Earth's resources emphasizes the need for conservation, responsible usage, and the importance of finding renewable alternatives to finite resources.
- Example Activity: Investigate resources such as metals, fossil fuels, and water, and their importance in everyday life. Discussions can center around the depletion of resources, sustainable practices, and the impact of over-extraction, fostering respect for nature and a commitment to resource conservation.



- Social and Cultural Link: Recognizing the global inequality in resource distribution encourages empathy and understanding of the need for equitable resource management and shared responsibility.

#### Using Our Resources

- SMSC Link: Studying resource use encourages students to think critically about the balance between industry needs and environmental conservation, promoting sustainable development and responsible consumption.
- Example Activity: Discuss the life cycle of products, recycling, and the impact of mining and deforestation on ecosystems. Students can explore sustainable alternatives and learn about renewable resources, fostering an ethical mindset toward environmental stewardship.
- Moral Link: Encouraging students to consider the long-term effects of resource use on future generations emphasizes the moral responsibility to develop sustainable practices and reduce environmental harm.
- The Year 11 science curriculum not only provides scientific knowledge but also encourages students to engage in ethical thinking, social responsibility, and respect for the environment. Through these SMSC connections, students develop as informed, responsible citizens with a deep understanding of the impact of science on society and the planet.

## Physics

### Year 7

#### Forces - Speed

- SMSC Link: Understanding speed encourages curiosity about motion and the forces that govern the physical world, promoting appreciation for the laws of nature.
- Example Activity: Conduct experiments to measure speed and discuss everyday applications, such as transportation. This builds awareness of safe speeds in vehicles and respect for laws that keep society safe.
- Social Link: Discussions around speed limits and road safety foster social responsibility, encouraging students to think about the consequences of actions that may endanger others.

#### Gravity

- SMSC Link: Learning about gravity fosters curiosity and a sense of wonder about the universe and our place within it.
- Example Activity: Explore the impact of gravity on Earth and in space, fostering discussion on the cultural achievements in space exploration and how these unite people globally.
- Cultural Link: Recognizing the global collaboration in space exploration highlights the achievements of diverse cultures and promotes respect for worldwide contributions to scientific knowledge.

### 2. Energy

#### 2.1 Energy Costs

- SMSC Link: Understanding energy costs encourages students to consider the importance of resource conservation and financial responsibility in energy consumption.
- Example Activity: Explore the financial and environmental costs of different energy sources, including fossil fuels and renewables. This fosters an awareness of the importance of sustainability and personal responsibility in energy use.
- Moral Link: Discussing the ethical responsibility to use energy wisely and reduce waste emphasizes the importance of protecting resources for future generations.

#### 2.2 Energy Transfers

- SMSC Link: Learning about energy transfers, such as heat and electricity, cultivates an understanding of energy efficiency and conservation.
- Example Activity: Examine how energy is transferred and lost in various processes, prompting discussions on how conservation can reduce energy waste. This fosters a commitment to sustainable practices.
- Social and Moral Link: Highlighting the importance of energy conservation emphasizes the role students have in addressing issues like climate change and resource depletion.

### 3. Electromagnets

- 3.1 Potential Difference and Resistance

- SMSC Link: Studying potential difference and resistance introduces students to electrical safety and the ethical implications of using and developing safe electrical systems.
- Example Activity: Conduct simple experiments to observe potential difference and resistance, encouraging discussions on the importance of using electrical resources responsibly and safely.
- Moral Link: Discussing safe practices around electricity highlights the moral duty to understand and prevent risks, fostering awareness of the consequences of misuse.

#### 3.2 Current



- SMSC Link: Learning about electric current encourages curiosity and understanding of the role electricity plays in daily life and society.
- Example Activity: Conduct practical activities to measure current, and discuss the cultural and social impact of electricity, including improved quality of life and economic development.
- Social Link: Exploring the importance of electricity in modern society emphasizes the ethical responsibility of ensuring equitable access to energy resources, particularly in areas where electricity remains a luxury.

#### 4. Waves

##### ● 4.1 Sound

- SMSC Link: Understanding sound and how it travels fosters appreciation for communication and the diversity of ways sound is used in different cultures (e.g., music, language).
- Example Activity: Conduct experiments on sound waves, including frequency and amplitude, and discuss their applications in music and language. This builds cultural awareness and respect for the diversity of auditory expressions worldwide.
- Cultural Link: Recognizing the importance of sound in cultural rituals and arts promotes respect for different cultural practices and expressions.

##### 4.2 Light

- SMSC Link: Exploring the properties of light fosters curiosity about natural phenomena, and an appreciation for its role in vision, technology, and art.
- Example Activity: Conduct practical experiments to observe how light behaves with mirrors, lenses, and prisms. Discussions on how light affects our world—including art, photography, and environmental science—help students see the beauty and utility of light across cultures.
- Spiritual and Moral Link: Learning about light and vision can evoke a sense of wonder, and discussions on responsible use of artificial lighting (e.g., reducing light pollution) highlight the ethical implications of human impact on the environment.

#### Summary

- The Year 7 science curriculum encourages students to think deeply about the ethical, social, and cultural implications of scientific knowledge. By fostering an appreciation for natural phenomena and the responsible use of resources, students develop respect for both the physical world and the social responsibility that comes with scientific understanding. Through these SMSC connections, students become more informed, respectful, and responsible learners, equipped to think critically about science's impact on society and the planet.

## Year 8

### Forces - Contact Forces

- SMSC Link: Understanding contact forces, such as friction and tension, fosters an appreciation for the everyday forces that affect motion and safety.
- Example Activity: Conduct experiments to explore the effects of friction, prompting discussions on road safety and the role of friction in everyday life, such as in braking systems and athletic equipment.
- Moral Link: Discussions on the importance of safety considerations, such as proper footwear to prevent slips, encourage students to think about how forces impact wellbeing and personal responsibility in preventing accidents.

### 1b. Forces - Pressure

- SMSC Link: Studying pressure introduces concepts that affect various aspects of life, from atmospheric pressure to hydraulics, fostering curiosity about forces in our environment.
- Example Activity: Perform experiments that demonstrate how pressure affects materials, such as inflating balloons or using syringes with water. Discuss applications in engineering, medicine, and safety, such as airbags and blood pressure management.
- Social Link: Understanding the importance of pressure in technology and health encourages awareness of scientific contributions to societal wellbeing, and respect for innovations that keep communities safe.

### 2. Electromagnets

#### 2.3 Magnetism

- SMSC Link: Exploring magnetism encourages curiosity about the invisible forces around us and fosters an appreciation for the practical applications of magnetic fields.
- Example Activity: Conduct practical experiments with magnets, observing attraction, repulsion, and the magnetic fields they create. Discussions can include real-world applications such as magnetic resonance imaging (MRI) in healthcare, fostering an understanding of science's positive impact on society.
- Cultural Link: Recognizing how magnetism is used across various cultures and industries to improve quality of life builds respect for the role of science in global progress.

#### 2.4 Electromagnets

- SMSC Link: Learning about electromagnets introduces students to the controlled use of magnetism and its importance in technology, fostering critical thinking and ethical considerations for energy use.
- Example Activity: Create simple electromagnets and explore their applications in electric bells, speakers, and cranes. Discussions about the ethical implications of using electromagnetism in industry and technology promote responsible scientific development.



- Moral Link: Encouraging students to think about the responsible use of electromagnetic technology (e.g., recycling electronics) fosters an understanding of science's environmental impact and the importance of sustainable practices.

### 3. Energy

#### 3.3 Work

- SMSC Link: Studying the concept of work and energy transfers encourages students to consider the effort and energy needed in both physical and societal tasks, fostering an appreciation for how energy underpins activities in daily life.
- Example Activity: Explore the concept of work by investigating how energy is transferred when forces are applied, such as lifting weights. Discuss examples like lifting or moving loads, helping students understand the role of energy in labor and efficiency.
- Social Link: Discussing energy in work settings, such as lifting machinery and tools, fosters respect for labor and the importance of efficient resource use in industrial and everyday tasks.

#### 3.4 Heating and Cooling

- SMSC Link: Understanding heating and cooling processes builds an awareness of the importance of thermal management in technology, homes, and energy conservation, promoting sustainable practices.
- Example Activity: Conduct practical investigations on heat transfer, such as conduction, convection, and radiation. Discussions on energy conservation and insulation in homes promote environmental responsibility.
- Moral Link: Encouraging students to think about responsible energy use and ways to reduce heat loss in buildings fosters environmental awareness and emphasizes the ethical responsibility to conserve resources.

### 4. Waves

#### 4.3 Wave Effects

- SMSC Link: Exploring wave effects, such as sound and light, builds curiosity and an understanding of how waves are used in communication and technology, fostering a sense of wonder about their applications.
- Example Activity: Conduct experiments on wave effects, such as echoes, resonance, and reflection, and discuss how sound waves are used in medical and communication technologies. This promotes an appreciation of science's role in enhancing human connectivity and health.
- Cultural Link: Understanding the importance of waves in technology that supports communication between cultures promotes respect for diversity and the role of science in bridging cultural divides.

#### 4.4 Wave Properties

- SMSC Link: Studying the properties of waves fosters curiosity about natural phenomena and the underlying science of everyday experiences, from hearing to seeing.
- Example Activity: Experiment with wave properties, such as frequency, wavelength, and amplitude, and discuss applications like radio, television, and ultrasound. This encourages students to appreciate how science improves accessibility and communication.
- Moral and Social Link: Exploring the importance of sound and light waves in society fosters discussions on ethical considerations, such as noise pollution, and the importance of responsible technology use to enhance quality of life without causing harm.

#### Summary

- The Year 8 science curriculum offers valuable SMSC links, encouraging students to develop ethical awareness, social responsibility, and respect for scientific advancements. Through practical applications and thoughtful discussions, students learn how scientific concepts like forces, energy, and waves impact daily life and society. This approach helps students grow into informed, responsible citizens who appreciate the importance of science in fostering sustainable practices and enhancing human wellbeing.

## Year 9

### 3.1.1 Forces and Motion

- Spiritual: Exploring forces and motion enhances students' appreciation of natural laws and the structured order of the physical world. This understanding fosters curiosity and a sense of awe for the intricacies governing movement and interactions within the universe.
- Example Activity: Conducting practical investigations into gravity, friction, and acceleration (e.g., measuring how objects fall at different speeds due to air resistance) promotes reflection on the precision and predictability in nature.
- Moral: Discussions around the responsible application of force, such as in vehicle safety design and engineering, encourage students to consider ethical implications of technology. For instance, understanding the principles behind seat belts, crumple zones, and airbags instills a sense of moral duty to prioritize safety and wellbeing in technology.
- Social: Through real-world examples like sports and road safety, students can see how knowledge of forces applies to community welfare. For instance, studying momentum in collisions can lead to discussions about the importance of adhering to speed limits for public safety.
- Cultural: Recognizing how scientific principles of motion are applied globally—such as in transportation technologies and engineering achievements worldwide—fosters respect for scientific innovation across cultures and nations.



### 3.1.2 Energy

- Spiritual: Studying energy types, transfers, and conservation helps students appreciate the interconnectedness of all life forms and natural resources, building a sense of responsibility toward sustainable living.
- Example Activity: Exploring energy conservation through experiments (such as using pendulums or observing heat transfer) encourages students to think critically about the finite nature of resources, cultivating a desire to make informed, sustainable choices.
- Moral: Examining the ethical implications of energy use, including renewable and non-renewable sources, instills an awareness of the impact that individual and societal choices have on the environment. This fosters a sense of responsibility to conserve energy and support eco-friendly initiatives.
- Social: Learning about renewable energy sources and their benefits for communities worldwide promotes social responsibility. Understanding energy poverty and the importance of affordable energy access encourages empathy and a sense of global solidarity.
- Cultural: By discussing how different countries approach energy usage, conservation, and innovation, students gain respect for diverse cultural practices and scientific contributions to sustainability.

### 3.3.1 Waves: Sound and Light

- Spiritual: The study of waves, particularly sound and light, fosters an appreciation for sensory experiences that connect individuals to the world. Understanding phenomena such as resonance and optics enhances students' sense of wonder about the science behind hearing, seeing, and communicating.
- Example Activity: Practical experiments with sound waves and light (e.g., measuring amplitude, frequency, and observing reflection/refraction) encourage students to explore how waves enable perception and interaction with the environment.
- Moral: Discussions on issues like sound pollution and light pollution introduce ethical considerations around technology and environmental stewardship. For example, students can examine how excessive noise and artificial lighting affect both humans and wildlife, promoting mindfulness about the balance between technological progress and environmental impact.
- Social: Understanding the importance of waves in communication (e.g., sound waves in language and light waves in fiber optics) fosters an appreciation for how science aids societal connectivity. This is especially relevant in studying how technological advancements in sound and light have transformed global communications.
- Cultural: Exploring the applications of sound and light in cultural expressions, such as music, art, and architecture, fosters respect for diverse cultural practices. Recognizing how waves enable shared experiences in sound and visual arts promotes awareness of science's role in enriching human culture.

### Summary

- The Year 9 curriculum for forces, energy, and waves incorporates SMSC values by encouraging students to appreciate the natural laws governing motion, energy transformations, and wave phenomena. Through exploring real-world applications and ethical considerations, students develop a holistic understanding of the science behind forces, energy, and waves while fostering respect for sustainable practices, global connectivity, and cultural contributions to technological innovation.

## Year 10

### Conservation and Dissipation of Energy

- Spiritual: Studying energy conservation enhances students' sense of awe at the constancy and interconnectedness of energy in the universe, nurturing a spiritual appreciation for the natural world.
- Moral: Examining the necessity of energy conservation fosters a sense of personal and collective responsibility to reduce waste, protect resources, and support sustainability. Students discuss the ethical implications of energy consumption and explore methods to conserve energy.
- Social: Understanding energy dissipation and its effect on environmental sustainability helps students recognize their social responsibility to reduce energy waste, benefiting the wider community and future generations.
- Cultural: Students explore global perspectives on energy usage and conservation practices, gaining respect for how different societies address energy efficiency and environmental stewardship.

### Energy Transfer by Heating

- Spiritual: Observing how energy is transferred by heating fosters curiosity and wonder about the processes governing temperature changes and the interactions within materials at the molecular level.
- Moral: Students learn about the environmental impact of heat loss in homes and buildings, encouraging them to think ethically about energy efficiency in personal and community settings.
- Social: Learning about insulation and heat transfer prompts students to consider the importance of affordable, energy-efficient housing, reinforcing social responsibility towards community wellbeing.
- Cultural: Through the study of heating systems and insulation in different climates and cultures, students gain insights into diverse engineering solutions and how environmental needs shape technology worldwide.

### Energy Resources

- Spiritual: Exploring renewable and non-renewable energy sources encourages students to consider humanity's relationship with the planet, promoting a sense of stewardship for the Earth.
- Moral: Discussions around the environmental and ethical impacts of fossil fuels versus renewable resources help students critically consider the responsibility to choose sustainable energy sources.
- Social: Students evaluate the role of energy resources in society, discussing access to clean energy, energy poverty, and the social importance of sustainable development for global wellbeing.
- Cultural: Understanding how different countries prioritize and develop energy resources fosters respect for various approaches to sustainability and innovation, highlighting the shared global need for sustainable energy solutions.



### **Electric Circuits**

- Spiritual: Studying electric circuits cultivates a sense of curiosity and appreciation for the intricate systems that power daily life, promoting awe in the scientific principles that support modern conveniences.
- Moral: Lessons on electrical safety reinforce the importance of using technology responsibly and recognizing the ethical responsibility to ensure safe practices for oneself and others.
- Social: By understanding the significance of electricity in communication, technology, and infrastructure, students appreciate how electric circuits contribute to societal advancement and connectivity.
- Cultural: Exploring global advances in electrical technology, such as renewable energy grids and sustainable power innovations, fosters appreciation for cultural contributions in scientific progress.

### **Electricity in the Home**

- Spiritual: Recognizing the benefits of electricity in enhancing quality of life promotes a sense of gratitude for technological advancements that improve comfort, efficiency, and safety in homes.
- Moral: Discussions about energy consumption and responsible use of electricity encourage ethical considerations about reducing waste, conserving resources, and protecting the environment.
- Social: Understanding the role of household electricity helps students appreciate the importance of accessible, affordable electricity in improving living standards across communities.
- Cultural: Exploring energy-efficient practices in different cultures and countries broadens students' perspectives on sustainable living and respect for global efforts toward reducing carbon footprints in household settings.

### **Molecules and Matter**

- Spiritual: Exploring the structure and behavior of molecules builds a sense of wonder about the microscopic world and the fundamental building blocks of matter.
- Moral: Understanding the importance of matter conservation reinforces ethical considerations regarding material use and waste, emphasizing the need to use resources mindfully.
- Social: The study of molecules and matter's applications in industry, healthcare, and technology reinforces science's role in societal progress and encourages students to think about careers that benefit society.
- Cultural: Examining how different cultures and societies use materials (such as metals, polymers, and ceramics) in diverse ways enriches students' appreciation for cultural applications of scientific principles.

### **Radioactivity**

- Spiritual: The study of radioactivity inspires awe about the power and complexity of atomic particles, fostering curiosity about the unseen aspects of the natural world.
- Moral: Students discuss the ethical responsibilities surrounding the use of radioactive materials, especially in medicine, industry, and nuclear energy, emphasizing the need for caution and respect for safety.
- Social: Learning about radioactivity's role in healthcare, such as in cancer treatment, highlights how science can improve and save lives, underscoring the social value of scientific research and safety measures.
- Cultural: Exploring historical events, such as the development of nuclear energy and its impact, allows students to reflect on cultural and political perspectives on radioactivity, as well as the global need for responsible use of powerful technologies.

### **Summary**

- The Year 10 science curriculum integrates SMSC values through the study of energy, electricity, molecules, and radioactivity. By connecting scientific knowledge to social, moral, and cultural contexts, students develop a holistic understanding of science's role in society and gain awareness of their ethical responsibilities and the diverse global efforts to utilize scientific principles responsibly.

## **Year 11**

### **Forces in Balance**

- Spiritual: Understanding forces in balance fosters a sense of wonder at the laws governing equilibrium and stability in the natural world, enhancing students' appreciation for order and harmony in the universe.
- Moral: Students learn about the implications of balanced forces in engineering and safety, reinforcing the ethical responsibility of ensuring public safety in construction and structural design.
- Social: Discussing real-world applications, such as bridge-building and architectural design, highlights the role of physics in community safety and social infrastructure.
- Cultural: Recognizing how cultures around the world apply principles of balance and stability in architecture and design enhances students' respect for diverse engineering traditions.

### **Motion**

- Spiritual: Studying motion invites students to reflect on the dynamics of movement and change, fostering curiosity and respect for the natural laws that govern our physical world.
- Moral: Students consider the ethical responsibility of controlling and moderating speed in daily life, especially in transportation, reinforcing the importance of safety for individuals and society.
- Social: Learning about motion as it applies to traffic safety and vehicle design encourages students to consider how science helps protect communities by minimizing accidents and promoting safe travel.
- Cultural: Exploring transportation innovations from around the world broadens students' perspectives on how different societies address challenges in motion, speed, and safety.

### **Force and Motion**

- Spiritual: Observing the principles of force and motion inspires a sense of wonder at the predictability and interconnectedness of physics, cultivating a deeper understanding of the universe's structure.



- Moral: Discussions around the responsible use of force, such as in automotive safety features and machinery, encourage students to consider the moral implications of technology on human safety and wellbeing.
- Social: By examining applications of force and motion in sports, engineering, and transportation, students understand the social benefits of science in enhancing safety and performance.
- Cultural: Recognizing contributions from diverse cultures in the development of motion-related technologies fosters respect for global innovations in physics and engineering.

#### **Force and Pressure**

- Spiritual: Learning about force and pressure encourages students to reflect on the hidden forces at play in everyday life, fostering curiosity about the unseen aspects of physics that impact their world.
- Moral: Students discuss the ethical responsibility of using pressure safely, especially in fields such as aviation and medicine, where safety is paramount.
- Social: Understanding how pressure affects materials and structures helps students see the societal value of engineering that prioritizes resilience and durability for public safety.
- Cultural: Exploring how different societies manage pressure in structures and machinery highlights the global applications of scientific principles, fostering respect for international engineering approaches.

#### **Wave Properties**

- Spiritual: Observing wave properties fosters awe about the interconnectedness of energy, motion, and communication, encouraging students to appreciate the natural processes that facilitate sound, light, and technology.
- Moral: Understanding sound waves and their impact on noise pollution prompts discussions on the ethical responsibility to protect the environment and public health from excessive noise.
- Social: Learning about soundproofing and wave manipulation in community settings (e.g., theaters, schools) reinforces the importance of considering public needs in scientific applications.
- Cultural: Exploring how different cultures use sound waves in music, art, and communication enriches students' appreciation for cultural expressions that rely on the principles of waves.

#### **Electromagnetic Waves**

- Spiritual: Studying electromagnetic waves, from visible light to x-rays, promotes a sense of wonder about the unseen parts of the spectrum that affect our lives, fostering a deeper connection with the mysteries of the universe.
- Moral: Students examine the ethical responsibilities associated with using electromagnetic waves, such as in medical imaging and radiation, reinforcing the need for caution and respect for health impacts.
- Social: Understanding how electromagnetic waves facilitate global communication and medical advances highlights science's role in improving public health and social connectivity.
- Cultural: Exploring how electromagnetic wave applications vary across societies and industries cultivates respect for international contributions to science and technology.

#### **Light**

- Spiritual: The study of light and its behavior enhances students' sense of wonder about vision, optics, and the natural beauty of phenomena like rainbows, deepening their appreciation for the natural world.
- Moral: Discussions on the responsible use of light, such as in reducing light pollution, encourage students to consider their impact on the environment and to advocate for sustainable practices.
- Social: Understanding light's role in vision, safety, and technology (e.g., streetlights, traffic signals) promotes awareness of how science contributes to public welfare and daily life.
- Cultural: Exploring how different cultures view and use light in religious ceremonies, art, and festivals enriches students' understanding of light as a universal yet culturally unique element.

#### **Electromagnetism**

- Spiritual: Electromagnetism inspires curiosity about the hidden forces that enable technology, fostering a sense of awe at the power of magnetic fields and electric currents in nature and innovation.
- Moral: Students discuss the ethical implications of electromagnetism in the development of new technologies, especially regarding privacy and data transfer, reinforcing a balanced approach to innovation.
- Social: Understanding electromagnetism's applications, such as in transportation (e.g., magnetic levitation trains), promotes appreciation for science's role in enhancing connectivity and reducing travel times.
- Cultural: Examining global contributions to electromagnetism, including pioneering work in electromagnetics and inventions like the radio, fosters respect for diverse historical figures and advancements in science.

#### **Space**

- Spiritual: Learning about space and the universe inspires awe and curiosity about humanity's place within the cosmos, deepening students' appreciation for the mysteries and vastness of existence.
- Moral: Discussions on space exploration and resource use prompt ethical considerations about space travel's environmental impact and the responsibility to approach space as a shared resource for all of humanity.
- Social: Understanding the role of satellites and space technology in global communication and disaster response highlights space science's contributions to society, reinforcing the importance of international cooperation in space exploration.
- Cultural: Studying how different cultures have historically viewed the stars and the cosmos, from constellations to space missions, enriches students' awareness of the universal fascination with space across cultures and history.

#### **Summary**

- The Year 11 curriculum in physics connects SMSC values through topics such as forces, motion, energy, waves, and space. By understanding the moral responsibilities, societal benefits, and cultural contributions in physics, students gain a comprehensive view of science's impact on the world. This foundation encourages them to appreciate scientific advancements while promoting respect,



responsibility, and curiosity about the universe.

## **Computer Science**

### **Year 7**

#### **Google Classroom**

- Spiritual: Encourages reflection on learning processes and fosters curiosity about digital collaboration tools.
- Social: Supports teamwork and effective communication in a digital environment.
- Cultural: Builds respect for online conduct norms and digital etiquette in a collaborative setting.

#### **Malware and Security**

- Moral: Emphasizes the importance of ethical use of technology and respecting others' privacy.
- Social: Highlights how digital security affects everyone, reinforcing collective responsibility.
- Cultural: Teaches students about global cybersecurity issues, fostering an understanding of international digital risks.

#### **Data Representation**

- Spiritual: Inspires curiosity about how data can be interpreted and represented in different forms.
- Cultural: Discusses universal systems like binary and how they underpin global technology.

#### **Programming**

- Spiritual: Fosters creativity and critical thinking through problem-solving.
- Moral: Introduces the ethical implications of software development and responsible coding practices.
- Social: Encourages collaboration on programming projects.

#### **Ciphers**

- Moral: Examines the ethical considerations of data privacy and the historical role of ciphers in security.
- Cultural: Teaches students about historical cipher systems, connecting mathematics to diverse cultural histories.

#### **Staying Safe Online**

- Moral: Reinforces ethical online behavior, such as respecting privacy and avoiding cyberbullying.
- Social: Educates students on protecting themselves and others online.
- Cultural: Addresses issues of digital responsibility in a globally connected world.

### **Year 8**

#### **Safe and Confident Use of IT Systems & Network Tracking**

- Moral: Emphasizes ethical considerations of tracking and personal data usage.
- Social: Promotes responsible and informed digital citizenship.
- Cultural: Discusses cultural differences in privacy laws and digital regulations.

#### **Computational Thinking with Python**

- Spiritual: Encourages problem-solving and persistence.
- Social: Fosters teamwork on coding projects, enhancing communication and cooperation skills.

#### **Data Representation**



- Spiritual: Fosters curiosity about how abstract concepts can be represented concretely.
- Cultural: Discusses how data is represented consistently across different cultures and countries.

#### **Hardware and Software**

- Moral: Explores the ethical production and disposal of digital devices.
- Social: Encourages students to think about how technology impacts society and communities globally.

#### **Programming with Small Basic**

- Spiritual: Develops creativity and logical thinking.
- Social: Provides opportunities for collaborative problem-solving.

#### **Using Google Spreadsheets and Data Analysis**

- Moral: Teaches responsible use of data and respect for privacy.
- Social: Demonstrates the importance of data in decision-making for social benefit.
- Cultural: Recognizes the global reliance on data-driven decision-making.

#### **Web Development Skills (HTML and CSS)**

- Spiritual: Inspires creativity in digital design.
- Moral: Discusses intellectual property rights, fair use, and ethical design.
- Social: Encourages consideration of accessibility in website design.

### **Year 9**

#### **Validity and Bias**

- Moral: Explores the ethical responsibility of presenting unbiased information online.
- Social: Reinforces critical thinking about media sources and the impact of misinformation.
- Cultural: Discusses cultural bias and the need for diverse representation in digital media.

#### **Programming with Python**

- Spiritual: Encourages students to view coding as a creative pursuit.
- Moral: Emphasizes writing secure, ethical code with user privacy in mind.

#### **Introduction to Digital Images and Sounds**

- Cultural: Covers diverse uses of digital media in cultural expressions.
- Social: Explores digital media's role in communication and storytelling globally.

#### **Data Representation**

- Spiritual: Inspires students to think about how abstract information can be visualized.
- Cultural: Highlights the universal language of data representation.

#### **Programming and Graphical Objects Using Small Basic**

- Spiritual: Cultivates creativity in using graphics within programming.
- Moral: Reinforces ethical programming practices, such as designing for inclusivity.

#### **Hardware and Networks**

- Moral: Emphasizes the importance of ethical and secure use of network resources.



- Social: Encourages consideration of global connectivity and equal access to technology.

#### **Developing ICT Skills in Graphics**

- Spiritual: Encourages self-expression through digital media.
- Cultural: Recognizes the role of digital graphics in cultural storytelling.

### **Year 10 and 11 (GCSE)**

#### **Python Programming and Computational Thinking**

- Spiritual: Fosters resilience and satisfaction in solving complex programming challenges.
- Moral: Discusses responsible coding and creating accessible applications.

#### **Systems Architecture and Storage**

- Moral: Considers the environmental and ethical impacts of data storage.
- Cultural: Explores how digital storage enables the preservation of cultural heritage worldwide.

#### **System Software**

- Moral: Highlights the importance of ethical software development and maintenance.
- Social: Discusses how system software enables global communication and infrastructure.

#### **Data Representation (Parts 1 & 2)**

- Spiritual: Promotes an appreciation for the universal nature of data and numbers.
- Cultural: Reinforces how consistent data representation standards enable global collaboration.

#### **Computer Networks, Protocols, and Layers**

- Moral: Discusses the ethics of network use, including fair access and net neutrality.
- Social: Explores how network protocols support societal connectivity.

#### **Network and Cybersecurity**

- Moral: Emphasizes ethical responsibilities in maintaining digital security.
- Social: Raises awareness of the societal impact of cybersecurity threats and solutions.

#### **Ethical, Legal, and Environmental Issues**

- Moral: Discusses digital responsibility, privacy laws, and the environmental impact of technology.
- Social: Encourages students to consider their role in advocating for responsible technology use.
- Cultural: Examines how ethical standards and laws vary globally, fostering respect for diverse practices.

#### **Basic and Advanced Programming Concepts**

- Spiritual: Develops creativity and innovation in programming.
- Moral: Reinforces ethical coding, including secure and inclusive design.

#### **Robust and Secure Programming**

- Moral: Emphasizes responsibility in creating secure, reliable code.
- Social: Highlights the impact of robust programming on community trust and data safety.

#### **Algorithms and Computational Logic**



- Spiritual: Encourages logical thinking and precision.
- Social: Explores how algorithms solve problems that affect society.

#### **Classification of Programming Languages**

- Cultural: Examines how different programming languages serve diverse global needs and innovations.
- Summary
- The computer science curriculum integrates SMSC values by fostering ethical awareness, social responsibility, and cultural appreciation in technology. From programming to data representation and network security, students gain insights into the moral and social implications of technology, becoming informed and conscientious digital citizens.

## **Geography**

### **Year 7**

#### **What is a Geographer?**

- Spiritual: Inspires curiosity about the world and encourages reflection on humanity's place within the Earth's ecosystems.
- Social: Promotes collaboration and communication as students share insights about different geographical phenomena.
- Cultural: Introduces the diversity of global perspectives and geographical methods across cultures.

#### **Resources**

- Moral: Emphasizes the responsible use of resources and the impact of resource consumption on the environment.
- Social: Discusses how access to resources impacts social equality and development.
- Cultural: Explores how different cultures utilize natural resources and their approaches to sustainability.

#### **Extreme Weather and Climate**

- Spiritual: Encourages awe and respect for natural forces and phenomena.
- Moral: Addresses the effects of climate change and the ethical responsibility to mitigate human impact.
- Social: Highlights the importance of global cooperation to address extreme weather challenges.

#### **Russia**

- Cultural: Explores Russia's unique cultural geography and its historical, political, and economic importance globally.
- Social: Encourages understanding of diverse climates, landscapes, and human adaptations.

#### **Future Floods**

- Moral: Discusses the impact of flooding on communities and the moral responsibility to plan for and mitigate such impacts.
- Social: Considers the role of infrastructure and community resilience in responding to natural disasters.

### **Year 8**

#### **What is an Economy?**

- Moral: Discusses ethical economic practices and the responsibility to promote fair trade and equitable development.
- Social: Examines how economic systems impact societies differently and the importance of economic cooperation.

#### **What Happens When the Sea Meets the Land?**

- Social: Explores human interactions with coastal landscapes and their role in protecting or altering these environments.
- Cultural: Examines how different cultures have adapted to living in coastal regions.



### **Development in Southeast Asia**

- Moral: Considers the ethics of economic development, environmental impact, and social justice.
- Cultural: Introduces students to the diverse cultures, histories, and economies within Southeast Asia.

### **Living World**

- Spiritual: Fosters appreciation for biodiversity and the interconnectedness of life on Earth.
- Moral: Highlights the importance of conservation and the ethical responsibility to protect ecosystems.

### **How Are Populations Changing?**

- Moral: Discusses the ethical implications of population growth and resource allocation.
- Social: Examines demographic changes and their impact on societies, communities, and families.
- Cultural: Considers the cultural influences that shape population trends and migration.

## **Year 9**

### **Can We Ever Know About Earthquakes and Volcanoes to Live Safely?**

- Moral: Discusses the responsibility to build safe, resilient communities in areas prone to natural disasters.
- Social: Explores how communities globally respond to earthquakes and volcanic eruptions.

### **Why is the Middle East an Important Region?**

- Cultural: Examines the rich cultural history of the Middle East and its global significance.
- Social: Highlights the political and social challenges and opportunities within the region.

### **Climate Change and Earth's Future**

- Spiritual: Encourages reflection on humanity's role in environmental stewardship.
- Moral: Emphasizes the ethical imperative to act on climate change for future generations.
- Social: Considers global cooperation as essential in combating climate change.

### **What are the Opportunities and Challenges Facing Africa?**

- Moral: Examines development ethics, sustainable practices, and economic justice.
- Cultural: Promotes appreciation for Africa's cultural diversity and natural resources.
- Social: Discusses social changes, challenges, and international relations affecting the continent.

### **Coasts (GCSE Content)**

- Moral: Highlights the impact of human activity on coastal environments and the need for responsible tourism.
- Social: Encourages understanding of the role of local communities in coastal management.

## **Year 10 (GCSE)**

### **River Landscapes**

- Spiritual: Inspires appreciation for natural beauty and river ecosystems.
- Social: Emphasizes the importance of rivers in supporting human communities and agriculture.
- Moral: Discusses the impact of pollution and the ethical responsibility to maintain clean water sources.

### **Urban Issues and Challenges**



- Moral: Examines the ethical aspects of urban development, including housing inequality and environmental impacts.
- Social: Discusses how urbanization affects community cohesion and social dynamics.

### **Living World**

- Spiritual: Fosters respect for ecosystems and the diversity of life.
- Moral: Emphasizes conservation efforts and the ethical responsibility to protect habitats.

### **Changing Economic World (Part 1)**

- Moral: Discusses ethical considerations in global trade, development, and economic inequalities.
- Social: Explores how economic changes affect societies globally.

### **Fieldwork Enquiry**

- Social: Encourages teamwork and cooperation through hands-on fieldwork experiences.
- Cultural: Promotes awareness of local environments and the impact of human activity.

## **Year 11 (GCSE)**

### **Changing Economic World (Part 2)**

- Moral: Emphasizes economic ethics, including responsible business practices and environmental stewardship.
- Social: Highlights the importance of international collaboration to tackle global economic issues.

### **Natural Hazards**

- Moral: Discusses ethical considerations in disaster response and preparation.
- Social: Encourages understanding of how different societies are affected by natural hazards.

### **Resource Management**

- Moral: Emphasizes responsible resource management and sustainability.
- Social: Highlights how equitable resource management affects global populations.

### **Issue Evaluation**

- Moral: Examines the ethical implications of various geographical issues and decisions.
- Social: Encourages students to critically evaluate societal impacts on the environment.

### **Revision**

- Spiritual: Reinforces reflection on learning and encourages a holistic view of human-environment interactions.
- Social: Provides collaborative revision sessions to support peer learning and group study skills.
- Summary
- The Geography curriculum incorporates SMSC principles, enriching students' understanding of the world and their place in it. From learning about ecosystems to evaluating economic systems, students explore ethical responsibilities, cultural diversity, and the social impact of geographical events and developments. This SMSC document guides teachers in fostering a reflective, ethical, and globally aware perspective among students.

## **History**

### **Year 7**

Term 1: The History Road Map



**Spiritual:** Introduces students to the journey of understanding the past, prompting reflection on how human experiences and decisions shape history. They consider the concept of time and legacy, sparking personal reflection on their place within history.

**Moral:** Students explore the ethics of historical interpretation, including bias and the importance of accuracy, fostering a foundation for moral inquiry.

**Social:** Encourages collaborative learning as students discuss various perspectives, enhancing social skills and an appreciation for collective inquiry.

**Cultural:** Develops cultural awareness by introducing global historical methods, allowing students to compare historical perspectives across societies.

#### Terms 2-6: Power and Leadership in Medieval and Tudor England

**Spiritual:** Reflecting on leadership and authority, students consider the spiritual themes of duty, faith, and the search for justice and peace in societies.

**Moral:** These units bring to light moral dilemmas about leadership, loyalty, and justice, exploring the responsibilities of rulers and the governed, fostering critical thinking on ethical governance.

**Social:** Students analyze the structure of medieval society, including feudalism and Tudor politics, understanding social hierarchies and community dynamics.

**Cultural:** They explore the cultural legacy of the medieval and Tudor periods, including the development of British traditions, values, and national identity.

## **Year 8**

#### Terms 1-2: Migration Through Time

**Spiritual:** Examines human resilience and identity, prompting reflection on belonging and how migration shapes societies and individuals spiritually.

**Moral:** Raises ethical discussions on acceptance, inclusion, and the treatment of migrants, connecting these themes to contemporary social issues.

**Social:** Students learn about diversity in British history, fostering empathy and understanding for people from various cultural and ethnic backgrounds.

**Cultural:** Highlights the multicultural evolution of Britain, encouraging respect for the contributions of diverse groups throughout British history.

#### Terms 3-6: Power Struggles, the Slave Trade, and the Industrial Revolution

**Spiritual:** Invites reflection on resilience and human potential as students consider the spiritual cost of oppression and the drive for social change.

**Moral:** Delivers powerful moral lessons on human rights and justice, particularly when examining the Atlantic Slave Trade and the Industrial Revolution.

**Social:** Encourages students to appreciate the social implications of political struggles and industrialization, fostering an understanding of class and labor rights.

**Cultural:** The study of social change and industrialization provides insight into evolving British cultural identity and values.

#### Year 9

#### Terms 1-2: British Empire and Colonialism (India Case Study)

**Spiritual:** Explores the complex legacy of colonialism, allowing students to reflect on resilience, cultural pride, and the impact of loss and dominance.

**Moral:** Raises ethical questions about imperialism, exploitation, and justice, challenging students to consider their views on power and its misuse.

**Social:** Encourages understanding of cultural interactions and conflicts, fostering respect for diverse global perspectives and cultural identities.

**Cultural:** Develops students' awareness of Britain's colonial past and the lasting influence of imperialism on today's multicultural society.

#### Terms 3-6: World Wars, the Rise of Nazism, and Colonialism's Impact

**Spiritual:** Highlights themes of resilience and loss, prompting reflection on how war and authoritarianism affect the human spirit.

**Moral:** Examines issues of prejudice, propaganda, and the ethics of warfare, fostering a critical understanding of historical injustices and the importance of human rights.

**Social:** Promotes awareness of the impact of war on societies and individuals, with discussions on community, loss, and societal rebuilding.

**Cultural:** Emphasizes cultural shifts brought about by war and colonialism, enhancing students' appreciation for peace, diversity, and global cooperation.

#### Years 10-11 (GCSE)

#### Terms 1-2: Weimar and Nazi Germany

**Spiritual:** Encourages introspection on resilience amidst hardship, examining how individuals and societies can uphold values and dignity under oppressive regimes.

**Moral:** Delves deeply into moral considerations regarding prejudice, propaganda, and the value of democracy, urging students to understand and safeguard human rights.

**Social:** Promotes empathy and social responsibility, discussing the importance of community resilience and the social consequences of authoritarianism.

**Cultural:** Students gain insight into how historical traumas shape national identities and influence contemporary values regarding freedom and democracy.

#### Terms 3-6: Superpower Relations, Anglo-Saxon England, and Migration Studies

**Spiritual:** Focuses on resilience and ambition, exploring how historical figures and movements faced adversity and drove social change.

**Moral:** Ethical discussions revolve around diplomacy, conflict, and the balance of power, helping students assess the impacts of superpower rivalries and migration.



Social: Explores migration's role in societal change, fostering an appreciation for diversity, social cooperation, and understanding global interdependence.

Cultural: Builds cultural awareness of the diverse influences on British society over centuries, helping students respect and appreciate multicultural contributions to British identity.

## **French**

### **Year 7**

#### **Term 1: Introduction to Language and Culture**

- Spiritual: Cultivates curiosity about other languages and appreciation for the diversity of expression.
- Social: Encourages respect for linguistic and cultural differences, fostering awareness of French-speaking cultures.
- Cultural: Introduces students to the geography and traditions of French-speaking countries, enhancing their global awareness.

#### **Term 2: Saying What People Do**

- Social: Enhances understanding of social roles and individual identity through language and expressions of self.
- Moral: Builds empathy by exploring daily routines and actions of others.

#### **Term 3: Describing People and Family**

- Cultural: Introduces family structures and social norms in French-speaking cultures, fostering respect for diverse family values.
- Social: Encourages personal connections and the expression of familial pride in different languages.

#### **Term 4: Places and Travel**

- Spiritual: Inspires curiosity about places in the French-speaking world, promoting awareness of new perspectives.
- Cultural: Enhances knowledge of cultural sites and landmarks, fostering respect for historical and social significance.

#### **Term 5-6: Expressing Future Intentions**

- Moral: Encourages personal responsibility through expressions of intent and future plans.
- Social: Builds practical communication skills essential for real-world situations.

### **Year 8**

#### **Term 1: School Life and Education Systems**

- Moral: Compares educational values, encouraging appreciation for different school systems.
- Cultural: Develops an understanding of the similarities and differences between British and French school traditions.

#### **Term 2: Free Time and Hobbies**

- Social: Enhances appreciation of leisure and personal interests across cultures, fostering empathy and sharing.
- Moral: Encourages healthy lifestyle choices through discussions on sports and recreational activities.

#### **Term 3: Family, Food, and Festivals**

- Cultural: Introduces students to French customs and celebrations, fostering cultural appreciation and respect for traditions.
- Social: Builds communication skills around family dynamics and relationships, fostering social development.

#### **Term 4: Places in Town**

- Spiritual: Inspires interest in French urban and rural landscapes.
- Cultural: Provides insight into French towns and cities, broadening students' awareness of global communities.



#### **Term 5-6: Future Planning and Consolidation**

- Moral: Encourages reflection on future goals and personal aspirations.
- Social: Builds confidence in language skills to enhance participation in broader communities.

### **Year 9**

#### **Term 1: Free Time and Opinions**

- Social: Encourages students to express individual preferences and recognize shared interests, fostering social connection.
- Moral: Promotes reflective thinking by justifying opinions and developing structured reasoning.

#### **Term 2: Past Tense and Personal Reflections**

- Spiritual: Allows students to reflect on past experiences and appreciate personal growth.
- Social: Builds conversational skills essential for discussing life experiences and shared stories.

#### **Terms 3-4: Multi-Tense Usage and Cultural Insights**

- Cultural: Provides a deeper understanding of French cultural events, including language used in different contexts.
- Social: Encourages active participation in conversations across multiple time frames, fostering language versatility.

#### **Term 5-6: French Film and Extended Conversations**

- Spiritual: Inspires curiosity and engagement through French cinema, fostering cultural appreciation.
- Cultural: Builds appreciation of storytelling in French-speaking cultures, supporting language learning through media.

### **Year 10**

#### **Terms 1-2: School Life and Free Time**

- Cultural: Compares British and French school experiences, deepening understanding of different educational values.
- Social: Encourages students to express thoughts on various activities, promoting communication and social skills.

#### **Term 3: Home, Holidays, and Geography**

- Moral: Discusses ethical aspects of travel and environmental responsibility.
- Cultural: Enhances awareness of French regional diversity and cultural landmarks.

#### **Term 4-5: Global and International Dimensions**

- Spiritual: Encourages reflection on global issues, fostering empathy and awareness.
- Moral: Explores topics on sustainable living, environmental responsibility, and ethical decision-making.
- Cultural: Strengthens vocabulary and expression across varied global topics, promoting open-mindedness.

### **Year 11**

#### **Terms 1-2: Future Plans, Study, and Work**

- Moral: Supports students in expressing career goals, ambitions, and personal responsibility.
- Social: Prepares students to navigate future opportunities, promoting positive engagement in wider communities.

#### **Terms 3-4: Global and International Perspectives**



- Cultural: Provides students with a thorough understanding of global issues affecting French-speaking countries.
- Moral: Encourages ethical reflection on international topics such as sustainability and equality.

#### **Term 5: Revision and Multi-Theme Consolidation**

- Spiritual: Reinforces a sense of achievement and self-reflection on learning.
- Social: Prepares students for social scenarios in multilingual settings, fostering confidence and independence.

#### **Summary**

- The French curriculum incorporates SMSC elements across each year group to broaden students' perspectives on language and culture. By exploring themes like daily life, family, leisure, global issues, and career aspirations, students gain essential communication skills and develop as globally aware, empathetic individuals.

## **Spanish**

### **Year 7 SMSC Links**

#### **Term 1: Describing People, Places, and Activities**

- Spiritual: Encourages students to reflect on their personal identities and experiences as they describe places and themselves, promoting self-awareness and appreciation for diversity.
- Moral: Discusses respect and kindness in how we describe others, fostering a sense of empathy and responsibility.
- Social: Facilitates peer interactions through group activities where students share descriptions, enhancing communication skills.
- Cultural: Introduces elements of Spanish-speaking cultures through place descriptions, broadening students' understanding of cultural diversity.

#### **Term 2: Activities, Locations, and Family Dynamics**

- Spiritual: Encourages personal expression and reflection as students discuss what they and others have or do, fostering a sense of self and belonging.
- Moral: Highlights ethical considerations related to community interactions, focusing on responsibility in what people do or do not do.
- Social: Develops collaboration and teamwork through activities that involve discussing locations and community features.
- Cultural: Explores various Spanish-speaking regions, enhancing awareness of cultural practices and community life.

#### **Term 3: Family and Natural Wonders**

- Spiritual: Encourages reflection on the importance of family and nature, fostering appreciation for relationships and the environment.
- Moral: Promotes awareness of environmental conservation through discussions about natural wonders, emphasizing ethical responsibility.
- Social: Engages students in asking and answering questions, enhancing conversational skills and peer relationships.
- Cultural: Introduces significant natural landmarks in Spanish-speaking countries, enriching students' understanding of global heritage.

#### **Term 4: Rural Life and Personal Choices**

- Spiritual: Promotes reflection on lifestyle choices and their impact on self and community, encouraging personal growth.
- Moral: Discusses the consequences of choices, fostering an understanding of responsibility and ethical decision-making.
- Social: Enhances group discussions on rural activities, promoting social skills and community engagement.
- Cultural: Explores rural traditions in Spanish-speaking cultures, promoting respect for different lifestyles and practices.

#### **Term 5: Travel and Technology**

- Spiritual: Encourages curiosity and exploration through discussions about travel experiences, fostering a sense of adventure.
- Moral: Discusses ethical considerations in technology use and travel, promoting responsible practices.
- Social: Develops communication skills through collaborative discussions about travel and technological impacts on society.
- Cultural: Explores travel customs and technological applications in Spanish-speaking countries, enhancing cultural appreciation.

#### **Term 6: Future Plans and Lifestyle**

- Spiritual: Encourages students to think about their aspirations and future goals, fostering self-reflection and ambition.



- Moral: Discusses the importance of making responsible decisions regarding future actions and lifestyle choices.
- Social: Facilitates interaction through discussions about plans and routines, enhancing conversational skills.
- Cultural: Explores future traditions and expectations in Spanish-speaking cultures, promoting cultural understanding.

## **Year 8 SMSC Links**

### **Terms 1 & 2: School and Self-Expression**

- Spiritual: Fosters self-awareness and personal growth as students express opinions about their educational experiences and future aspirations.
- Moral: Engages students in discussions about fairness and respect in educational settings, promoting values of justice and inclusivity.
- Social: Encourages respectful dialogue and active listening during discussions about school life and personal opinions.
- Cultural: Expands knowledge of educational systems and cultural differences in Spanish-speaking countries, fostering appreciation for diversity.

### **Terms 3 & 4: Free Time Activities**

- Spiritual: Promotes self-expression through discussions about hobbies and interests, encouraging individuality and personal preferences.
- Moral: Discusses the importance of leisure for well-being, promoting healthy lifestyle choices and balance.
- Social: Enhances peer interaction and collaboration through group activities that explore free time preferences.
- Cultural: Introduces cultural differences in leisure activities within Spanish-speaking countries, broadening students' cultural perspectives.

### **Terms 5 & 6: Where I Live**

- Spiritual: Encourages students to reflect on their identity and community as they describe their living environments.
- Moral: Promotes awareness of social issues related to housing and community life, encouraging responsible citizenship.
- Social: Engages students in group discussions about their neighborhoods, enhancing communication and collaboration skills.
- Cultural: Introduces diverse cultural practices related to home life in Spanish-speaking regions, promoting cultural understanding.

## **Year 9 SMSC Links**

### **Terms 1 & 2: Free Time (Diviértete)**

- Spiritual: Encourages students to reflect on personal interests and hobbies, fostering a sense of identity and self-expression.
- Moral: Promotes discussion on healthy leisure activities and the impact of choices on well-being.
- Social: Develops conversation skills as students engage in longer dialogues about interests, enhancing social interactions.
- Cultural: Explores cultural differences in leisure activities, promoting an understanding of diverse lifestyles in Spanish-speaking countries.

## **Year 10 SMSC Links**

### **Terms 1 & 2: Mi Gente**

- Spiritual: Promotes self-reflection and identity as students discuss personal connections and relationships.
- Moral: Engages students in discussions about respect and kindness towards others, fostering a sense of community.
- Social: Enhances interaction through dialogues that require negotiation and discussion, building social skills.
- Cultural: Expands knowledge of diverse Hispanic cultures, encouraging appreciation for different ways of life.

### **Terms 3 & 4: Mi Estilo de Vida**

- Spiritual: Encourages reflection on lifestyle choices and their effects on well-being.
- Moral: Discusses the impact of lifestyle decisions, promoting responsible and ethical choices.
- Social: Engages students in discussions about varied lifestyles, enhancing conversational and listening skills.
- Cultural: Introduces cultural practices related to lifestyle choices in Spanish-speaking countries, enriching cultural understanding.

### **Terms 5 & 6: A Clase!**

- Spiritual: Encourages personal growth through self-reflection on educational experiences and aspirations.
- Moral: Promotes discussions on equity and fairness in education, emphasizing justice and inclusion.



- Social: Facilitates collaborative learning experiences, enhancing teamwork and communication.
- Cultural: Explores educational practices in Spanish-speaking regions, fostering appreciation for cultural diversity.

## **Year 11 SMSC Links**

### **Terms 1 & 2: El Futuro Espera**

- Spiritual: Encourages students to envision their future aspirations and goals, fostering ambition and self-awareness.
- Moral: Discusses ethical considerations regarding future choices and responsibilities, promoting responsible citizenship.
- Social: Engages students in longer conversations about future plans, enhancing communication and social skills.
- Cultural: Introduces future expectations and aspirations within Spanish-speaking cultures, promoting cultural understanding.

### **Terms 3 & 4: Módulo 7**

- Spiritual: Promotes reflection on personal identity and future paths, fostering growth and self-discovery.
- Moral: Encourages discussions about the ethical implications of choices in various contexts.
- Social: Develops advanced conversational skills through engaging in discussions and debates.
- Cultural: Explores the cultural implications of choices and futures in Hispanic societies, enhancing cultural appreciation.

### **Term 5: Revision and Preparation for Assessment**

- Spiritual: Reinforces self-awareness and reflection on language learning and personal growth.
- Moral: Promotes discussions about the importance of preparation and effort in achieving goals.
- Social: Encourages collaboration and peer support during revision sessions, enhancing teamwork.
- Cultural: Reviews cultural topics, reinforcing the importance of cultural knowledge in language learning.

### **Conclusion**

- The Spanish curriculum integrates SMSC principles throughout Year 7 to Year 11 by connecting language learning with personal development, social interaction, and cultural awareness. By exploring diverse topics like family, travel, education, and lifestyle choices, students not only acquire language skills but also develop into empathetic, culturally aware, and responsible individuals.

## **SMSC Overview for Religious Education Curriculum**

### **Year 7**

#### **Introduction to Origins, Beliefs, Texts, and Practices of Six Major World Religions**

**Spiritual:** This foundational study encourages students to explore fundamental questions about existence, purpose, and spirituality as they learn about the origins, texts, and practices of Christianity, Judaism, Islam, Hinduism, Buddhism, and Sikhism. This reflective process promotes self-awareness and respect for diverse spiritual perspectives.

**Moral:** The introduction to moral codes within various religions highlights universal values such as compassion, honesty, and justice. Through discussion, students reflect on how these values apply to their own lives, promoting ethical decision-making.

**Social:** Group activities and discussions around religious practices foster collaboration and respect for differing views, helping students build empathy and understanding toward peers from diverse backgrounds.

**Cultural:** By studying six major world religions, students gain insights into the cultural traditions, festivals, and rituals that shape communities worldwide. This broadens their cultural awareness and appreciation for global diversity.

#### **Judaism: Beliefs and Teachings**

**Spiritual:** The study of Jewish beliefs invites students to reflect on concepts of faith, community, and resilience. Exploring Jewish teachings encourages students to think about their own values and beliefs.

**Moral:** Lessons on the ethical teachings of Judaism, such as justice (tzedakah) and kindness (chesed), help students understand the importance of making ethical choices and contributing positively to society.

**Social:** Students learn about Jewish community practices, fostering respect for group solidarity and mutual responsibility, which is especially relevant in social relationships.

**Cultural:** Studying Judaism's cultural contributions, such as significant festivals like Passover and Hanukkah, gives students a deeper appreciation for the historical and cultural experiences of Jewish communities.

#### **Christianity: Practices**

**Spiritual:** Through examining Christian practices such as worship, prayer, and charity, students explore ideas about commitment, faith, and purpose. Reflective discussions encourage students to consider how faith shapes daily life.



Moral: The teachings of compassion, forgiveness, and service in Christianity highlight moral values, inspiring students to consider the impact of these virtues in their own behavior and choices.  
Social: Understanding Christian practices in community settings, like church gatherings and charitable work, demonstrates the importance of collective support and social responsibility.  
Cultural: Students explore Christianity's influence on Western culture, particularly through festivals like Christmas and Easter, providing context for their historical and cultural significance.

## **Year 8**

Islam: Beliefs and Practices

Spiritual: Islam's teachings on submission, gratitude, and faith offer students insights into the importance of spiritual discipline and reflection on life's purpose.  
Moral: Islamic principles, such as honesty, generosity, and justice, reinforce ethical values, encouraging students to apply these values in their daily lives.  
Social: Islamic practices, such as communal prayer and charity (zakat), highlight the importance of social unity and support, fostering a sense of shared responsibility.  
Cultural: Through the study of Ramadan, Hajj, and other significant Islamic traditions, students gain an appreciation for the cultural richness of the Islamic world.  
Hinduism: Beliefs and Practices

Spiritual: Hindu beliefs about karma, dharma, and reincarnation encourage students to reflect on the broader meaning of actions and responsibility in life.  
Moral: The concept of dharma, or moral duty, helps students explore the importance of fulfilling responsibilities ethically.  
Social: Hindu community practices, such as temple worship and family traditions, highlight the significance of interconnectedness and community support.  
Cultural: Studying Hindu festivals like Diwali and Holi allows students to appreciate Hinduism's cultural impact and vibrant heritage.  
Buddhism: Beliefs and Practices

Spiritual: Buddhism's emphasis on mindfulness, meditation, and enlightenment provides students with tools for self-awareness and inner peace.  
Moral: Buddhist teachings on compassion and non-harm encourage ethical behavior and foster an understanding of the impact of one's actions on others.  
Social: Buddhist practices, such as Sangha (community) gatherings, highlight the importance of mutual support and the collective pursuit of well-being.  
Cultural: Understanding Buddhist traditions and observances like Vesak deepens students' awareness of Buddhism's cultural and historical influence across Asia.

## **Year 9**

Philosophy and Ethics

Philosophy of God's Existence:

Spiritual: Exploring arguments for and against the existence of God allows students to engage with fundamental questions about meaning, belief, and personal faith.  
Moral: Philosophical debates about ethics and human responsibility encourage students to reflect on justice, morality, and the consequences of beliefs.  
Social: Discussing varied philosophical perspectives promotes open-mindedness and respectful dialogue, essential for understanding diverse viewpoints.  
Cultural: Students learn about philosophical thought from different cultures, expanding their understanding of global contributions to questions of existence and ethics.  
Ethics in Human and Non-Human Life:

Spiritual: Considering ethical theories related to human and non-human life encourages students to reflect on the sanctity and interconnectedness of all life.  
Moral: By examining ethical implications in areas such as animal rights and environmental ethics, students gain a heightened sense of responsibility and the importance of compassion.  
Social: Group discussions on moral issues help students develop skills in empathy, tolerance, and collaborative thinking.  
Cultural: Examining ethics across cultures provides insight into how moral values are interpreted differently, promoting a global awareness of ethical diversity.

## **Music: SMSC Document**

### **Year 7**

Playing Together

Spiritual: Encourages self-expression through music, allowing students to experience personal growth and collective joy in music-making.  
Moral: Develops a sense of responsibility as students contribute to group performance, reflecting on how individual roles affect the whole.  
Social: Promotes teamwork as students learn to play together, developing communication and collaboration skills.  
Cultural: Introduces students to the fundamentals of rhythm and music notation, grounding them in Western music traditions.

Keyboards 1



Spiritual: Inspires appreciation for the artistry of Beethoven, inviting students to reflect on creativity and self-expression.  
Moral: Discusses dedication and discipline as students learn to play with technique, emphasizing effort and perseverance.  
Social: Builds confidence through solo performance on keyboards, encouraging supportive feedback from peers.  
Cultural: Explores Western Classical music, helping students understand its structure and historical significance.

#### Just Play

Spiritual: Invites personal expression as students interpret simple rock beats, connecting with the emotional aspect of music.  
Moral: Highlights the importance of cooperation in group settings, instilling values of respect and listening to others.  
Social: Promotes inclusion as students work together, allowing them to value each person's contribution to the performance.  
Cultural: Provides insight into popular music and rock, fostering an appreciation for contemporary musical forms.

#### The Orchestra

Spiritual: Encourages a deep appreciation for the orchestra as students learn about diverse instruments, tones, and musical textures.  
Moral: Encourages respect for diverse roles within an ensemble, emphasizing mutual support and attentiveness.  
Social: Strengthens group dynamics by having students work on different parts (bass, melody, accompaniment) collaboratively.  
Cultural: Teaches students about Western Classical traditions, examining the evolution and cultural importance of the orchestra.

#### Making a Band 1

Spiritual: Engages students in self-discovery and expression as they play roles in group performances.  
Moral: Develops accountability as students take responsibility for their part in group practice and performance.  
Social: Cultivates teamwork, empowering students to independently rehearse and respect others' contributions.  
Cultural: Introduces rock/pop music, building awareness of its instruments and characteristics, expanding students' cultural music repertoire.

## **Year 8**

#### Repeating Patterns 1 and 2

Spiritual: Encourages creativity as students explore rhythmic and melodic patterns, experimenting with sequences.  
Moral: Fosters respect for non-Western music traditions, promoting cultural sensitivity and openness.  
Social: Encourages collaborative learning through group drumming, building cohesion and social connection.  
Cultural: Broadens understanding of West African music, enhancing students' appreciation for global musical diversity.

#### Solo Performance (Für Elise)

Spiritual: Inspires personal growth through individual practice, encouraging self-reflection and persistence.  
Moral: Teaches dedication and resilience as students tackle complex pieces, underscoring the value of practice.  
Social: Provides an opportunity for individual expression within a supportive community.  
Cultural: Deepens appreciation for Classical repertoire, with Beethoven's work providing insight into cultural and historical context.

#### Blues and Improvisation

Spiritual: Connects students to themes of emotion and expression inherent in the Blues, exploring personal creativity.  
Moral: Discusses the historical roots of Blues, promoting empathy and respect for its cultural and emotional significance.  
Social: Encourages group improvisation, fostering active listening and mutual support.  
Cultural: Examines Blues and Jazz styles, enhancing understanding of their origins and cultural contributions.

#### Making a Band 2

Spiritual: Inspires students to explore their own musical expression within a collaborative setting.  
Moral: Encourages self-discipline as students independently organize and rehearse their parts.  
Social: Fosters leadership and collaborative skills through group-led performances.



Cultural: Expands students' understanding of band dynamics and role distribution within music genres.

## **Year 9**

### Music for Film 1 & 2

Spiritual: Engages students in creative expression, allowing them to reflect on mood and storytelling through music.

Moral: Highlights ethical considerations in media, discussing the impact of music on emotions and perception.

Social: Promotes collaboration as students work on soundtracks, supporting one another's creative ideas.

Cultural: Explores music's role in film, enhancing appreciation for sound design and cinematic music traditions.

### Solo Performance (Own Choice)

Spiritual: Allows personal choice, helping students find music that resonates with their own experiences and values.

Moral: Encourages dedication, reinforcing the importance of practice and self-improvement.

Social: Builds self-confidence as students perform for peers, creating a supportive environment.

Cultural: Encourages exploration of varied music styles, enhancing respect for diverse genres.

### What Makes a Good Song?

Spiritual: Invites exploration of themes and expression, reflecting on what resonates emotionally with audiences.

Moral: Discusses copyright and intellectual property, teaching respect for creative work.

Social: Promotes teamwork as students collaborate on song creation.

Cultural: Engages students with popular music, emphasizing its role in modern culture and society.

### Making a Band 3 & Songwriting

Spiritual: Encourages self-expression and personal creativity through song composition.

Moral: Highlights respect for individual contributions and responsibilities within a band setting.

Social: Builds collaborative skills, with students developing group cohesion and support.

Cultural: Teaches students about contemporary music production, linking composition with cultural trends.

## **Year 10 (GCSE)**

### AoS 4 Rock, Pop, and Fusion

Spiritual: Connects students to themes in popular music, reflecting on the impact of music on personal identity.

Moral: Examines the influence of popular music on social values and individual choices.

Social: Enhances group dynamics as students perform in ensemble settings.

Cultural: Explores the evolution of rock, pop, and fusion, recognizing their social and cultural significance.

### AoS 1 Musical Forms and Devices

Spiritual: Reflects on artistic expression across history, connecting students to universal themes in Western Classical music.

Moral: Discusses the influence of classical forms on music ethics, such as intellectual and creative integrity.

Social: Builds confidence as students perform solos, encouraging supportive peer feedback.

Cultural: Analyzes historical musical forms, enriching students' cultural understanding.

### AoS 3 Film Music

Spiritual: Explores storytelling through music, reflecting on how sound shapes narrative and emotion.

Moral: Considers the moral impact of music in media, including its role in shaping viewers' perceptions.

Social: Strengthens collaboration as students create soundtracks, working on group-led creative projects.

Cultural: Engages with film music styles, recognizing the genre's cultural significance in modern media.

### AoS 2 Music for Ensemble

Spiritual: Encourages expression through ensemble playing, valuing the diverse contributions of group members.



Moral: Fosters mutual respect as students navigate varying musical roles.  
Social: Promotes teamwork and active listening in group performances.  
Cultural: Introduces Jazz and Musical Theatre, emphasizing their cultural importance.

## **Year 11 (GCSE)**

### AoS 1 Musical Forms and Devices

Spiritual: Reflects on the personal meaning and impact of Classical works, fostering self-discovery.  
Moral: Reinforces dedication and respect for historical works.  
Social: Builds on solo and ensemble performance, enhancing mutual support.  
Cultural: Focuses on Bach's "Badinerie," deepening understanding of Baroque traditions.  
AoS 4 Rock, Pop, and Fusion

Spiritual: Encourages connection to modern music's expression of identity and social themes.  
Moral: Discusses ethical implications in popular music production.  
Social: Builds confidence and unity in ensemble performances.  
Cultural: Examines the social influence of Toto's "Africa," recognizing its role in shaping pop culture.  
AoS 3 Film Music

Spiritual: Develops sensitivity to music's role in storytelling, with students reflecting on how sound shapes emotional narrative.  
Moral: Teaches critical thinking on music's ethical impact in media.  
Social: Builds group cohesion in soundtrack composition.  
Cultural: Reinforces knowledge of music's influence across genres and its storytelling power in film.  
AoS 2 Music for Ensemble

Spiritual: Nurtures collective creativity in ensemble performances.  
Moral: Encourages dedication and shared responsibility in performance.  
Social: Strengthens cooperation in group work.  
Cultural: Builds appreciation for musical theatre, Jazz, and chamber music as cultural pillars.

## **PSHE: SMSC Document**

### **Year 7**

#### Health and Wellbeing - Mental Health

##### Mental Health 1: Welcome back - ground rules and how are you?

Spiritual: Encourages self-reflection and personal expression as students consider their own well-being and emotional needs.  
Moral: Establishing ground rules reinforces mutual respect and kindness within the class.  
Social: Fosters a sense of community by encouraging students to share their feelings and listen to others.  
Cultural: Introduces diverse perspectives on well-being, helping students appreciate different emotional coping strategies.

##### Mental Health 2-3: Transition and support networks

Spiritual: Students reflect on their transition to a new school year, contemplating resilience and personal growth.  
Moral: Highlights the importance of empathy by exploring how students can support peers facing similar challenges.  
Social: Enhances peer connection by building support networks within the class.  
Cultural: Introduces community values and supports students' understanding of inclusive support systems.

##### Mental Health 4: How to cope with bullying/how NOT to be a bully (OASIS)

Spiritual: Students reflect on personal behavior and how it affects others.  
Moral: Focuses on the ethics of kindness and respect, discussing the responsibility to treat others with dignity.



Social: Promotes positive social behavior and conflict resolution, encouraging students to foster a supportive community.  
Cultural: Addresses bullying's societal impact, helping students understand their role in creating a respectful culture.

#### Mental Health 5: The bystander effect

Spiritual: Encourages reflection on personal courage and the role of an upstander.  
Moral: Examines the moral responsibility to intervene and support peers in need.  
Social: Strengthens students' empathy and group accountability, fostering a supportive environment.  
Cultural: Discusses societal expectations around responsibility, empowering students to combat negative behaviors.

#### Mental Health 6: Healthy sleep

Spiritual: Promotes self-awareness as students consider how sleep influences their mental well-being.  
Moral: Encourages students to adopt healthy habits and take responsibility for their health.  
Social: Creates awareness of shared challenges related to sleep, fostering mutual support.  
Cultural: Introduces the cultural importance of rest and its role in balanced lifestyles.

#### Health and Wellbeing - Physical Health Physical Health - Railway and Road Safety

Spiritual: Encourages students to value life and make safe choices.  
Moral: Emphasizes personal responsibility in public spaces, considering the impact of actions on others.  
Social: Builds community awareness by understanding the need for safety in shared environments.  
Cultural: Highlights societal values surrounding public safety and infrastructure.

#### First Aid (1-4): Introduction to the International Red Cross, primary survey, recovery position, CPR, and head injuries

Spiritual: Instills a sense of service and the importance of compassion in emergency situations.  
Moral: Teaches students about responsibility in aiding others during emergencies.  
Social: Promotes teamwork and collaboration, especially during practical exercises.  
Cultural: Introduces students to international humanitarian efforts, emphasizing global values of helping others.

#### Living in the Wider World - British Values British Values - UK Governance, Parliament, and Democracy

Spiritual: Encourages students to consider their role and potential impact in society.  
Moral: Examines fairness and justice in governmental systems.  
Social: Develops awareness of civic responsibilities and democratic engagement.  
Cultural: Offers insight into British political traditions and values, fostering cultural understanding.

#### Relationships and Sex Education Bullying, Cyberbullying, and Puberty

Spiritual: Encourages students to understand their developing identities.  
Moral: Examines respect and dignity in interpersonal relationships.  
Social: Builds empathy and communication skills as students navigate social relationships.  
Cultural: Introduces healthy behavior norms and societal expectations.

#### Health and Wellbeing - Drugs, Alcohol, and Tobacco Introduction to Drugs, Tobacco Risks, and Influences

Spiritual: Encourages self-reflection on personal values and decision-making.  
Moral: Discusses the consequences of substance misuse.  
Social: Fosters peer support in making healthy choices.  
Cultural: Provides knowledge on societal issues surrounding substance use and its impact on communities.



Living in the Wider World - Careers  
Exploring Skills and Career Aspirations

Spiritual: Encourages self-discovery and the exploration of personal strengths.  
Moral: Reinforces the value of perseverance and responsible ambition.  
Social: Strengthens interpersonal skills as students discuss their future aspirations.  
Cultural: Prepares students to appreciate diverse career paths, promoting inclusivity.

## **Year 8**

Health and Wellbeing - Mental Health

Mental Health 1: Welcome back - ground rules and well-being check

Spiritual: Reinforces self-awareness and the importance of emotional well-being.  
Moral: Promotes the value of respect and kindness within a shared environment.  
Social: Builds group cohesion and mutual support.  
Cultural: Recognizes diverse perspectives on mental health, fostering cultural sensitivity.

Mental Health 2-6: Attitudes, Emotional Wellbeing, and Digital Resilience

Spiritual: Reflects on self-image and positive mental attitudes.  
Moral: Discusses responsibility in digital spaces and emotional self-care.  
Social: Fosters supportive peer relationships and coping strategies.  
Cultural: Examines societal impacts of media on self-esteem, promoting digital resilience.

Health and Wellbeing - Body Image

Confident Me Series (appearance, media, body talk)

Spiritual: Encourages self-acceptance and introspection.  
Moral: Promotes ethical use of social media.  
Social: Strengthens group discussions around self-esteem.  
Cultural: Analyzes media influences, fostering critical thinking.

Living in the Wider World - British Values

British Values - Crime, Justice, and Social Movements

Spiritual: Encourages students to think about justice and compassion.  
Moral: Engages with ethical questions surrounding punishment and reform.  
Social: Fosters community awareness and civic responsibility.  
Cultural: Introduces students to historical social justice movements, broadening cultural understanding.

## **Year 9**

Health and Wellbeing - Mental Health and Safety

First Aid Recap and NSPCC 'It's Not OK' Program

Spiritual: Reinforces compassion in helping others.  
Moral: Highlights responsibility in safe practices.  
Social: Builds supportive peer networks.  
Cultural: Emphasizes safety education as a societal priority.

Living in the Wider World - British Values

British Values - Fake News, Media, and Voting

Spiritual: Encourages truth-seeking and informed decision-making.  
Moral: Addresses honesty and responsibility in information sharing.



Social: Promotes active citizenship and democracy.  
Cultural: Provides insight into media's societal role and democratic values.

## **Year 10 (GCSE)**

Health and Wellbeing - Mental Health and Positive Thinking

Mental Health Series - Resilience and Support

Spiritual: Builds resilience through positive reframing.

Moral: Discusses ethical responsibility to seek help when needed.

Social: Strengthens emotional support networks.

Cultural: Recognizes the cultural importance of mental well-being.

Living in the Wider World - Work Experience

Preparation and Debrief

Spiritual: Encourages self-discovery and purpose.

Moral: Emphasizes accountability in work.

Social: Builds teamwork and responsibility.

Cultural: Prepares students for diverse workplace environments.

## **Year 11**

Health and Wellbeing - Mental Health and Exam Stress

Exam Stress Management

Spiritual: Encourages self-reflection on stress management.

Moral: Promotes self-care and healthy stress responses.

Social: Builds empathy and peer support.

Cultural: Recognizes academic stress as a common societal challenge.

Living in the Wider World - Careers and Future Planning

Exploring Post-16 Options

Spiritual: Inspires purpose and goal-setting.

Moral: Encourages responsibility in career planning.

Social: Fosters collaboration in career exploration.

Cultural: Prepares students for diverse post-secondary pathways.

## **Design Technology SMSC Overview**

### **Year 7**

Design and Manufacture Tatty Devine Jewellery with CAM Support, CAD Skills Development

Spiritual: Students explore creativity through personal expression in jewelry design, fostering a sense of individual growth and pride in their creations.

Moral: Through discussions on sustainable design, students consider the ethical implications of material sourcing and waste reduction.

Social: Collaborative projects encourage students to work in teams, sharing ideas and supporting each other's learning through peer feedback.

Cultural: Exposure to the Tatty Devine style introduces students to contemporary British design, enhancing their understanding of modern cultural expressions.

Design and Manufacture a Memphis Wall Clock

Spiritual: Students reflect on their design choices and express their individuality within the Memphis style, encouraging self-discovery and expression.

Moral: Lessons on environmental impact of materials and sustainability encourage students to make ethical decisions in their design process.

Social: Working together on these projects fosters communication skills and teamwork as students support each other's creative processes.

Cultural: By studying the Memphis movement, students gain an appreciation of Italian design and its impact on art and culture globally.

Food and Nutrition - Basic Food Preparation, Safety, and Skills

Spiritual: Cooking provides a chance for students to connect with the joy and satisfaction of creating something tangible, fostering a sense of accomplishment.



Moral: Discussions on food safety instill a sense of responsibility and ethics regarding health and hygiene.  
Social: Preparing food in groups helps students develop teamwork skills and respect for each other's contributions.  
Cultural: Exposure to different cuisines and ingredients broadens cultural awareness and appreciation for diverse food traditions.

## **Year 8**

### Art Nouveau Style USB Light with Enhanced CAD Skills

Spiritual: Students creatively express themselves through designing Art Nouveau-inspired USB lights, finding inspiration in the natural forms of the movement.  
Moral: The use of sustainable materials in design encourages ethical considerations around resource use and waste.  
Social: Peer critiques and collaborative planning sessions foster social skills and respect for diverse perspectives.  
Cultural: Exploring Art Nouveau provides students with insights into a historical design movement, appreciating its cultural and artistic significance.

### Herb Rack Design Focused on USP and Business Analysis

Spiritual: Creating a product with a unique selling point (USP) helps students explore their ideas, fostering a sense of pride and ownership.  
Moral: Investigating organizations and their ethics introduces students to moral considerations in business practices.  
Social: Collaborative projects on herb racks encourage teamwork, negotiation, and leadership skills.  
Cultural: Students learn about the cultural significance of herbs and culinary traditions, increasing their cultural understanding.

### Food and Nutrition - Continued Skill Development

Spiritual: Furthering food preparation skills allows students to express creativity and gain confidence in practical skills.  
Moral: Teaching food waste reduction encourages students to think about ethical and environmental impacts.  
Social: Group cooking activities develop social cooperation, communication, and mutual respect.  
Cultural: Exploration of varied recipes provides insights into global food culture, fostering respect for diversity.

## **Year 9**

### Educational Mechanical Cam Toy Production

Spiritual: Designing toys for educational purposes gives students a sense of purpose and contribution to others' learning.  
Moral: Discussions on toy safety encourage students to consider the moral implications of their designs and their responsibility toward end-users.  
Social: Group work on toy projects helps students develop empathy, cooperation, and communication.  
Cultural: Students explore historical and cultural influences in toy design, appreciating how cultural contexts shape design choices.

### Smart Materials and User-Centred Device Design

Spiritual: Creating a user-centered device nurtures self-awareness as students design with empathy, placing the user's needs at the heart of their work.  
Moral: Lessons on the responsible use of smart materials foster a moral understanding of environmental and social implications.  
Social: Collaborative research into smart materials strengthens teamwork skills and information sharing.  
Cultural: Students learn about cutting-edge global innovations in material science, broadening their cultural and scientific perspectives.

### Food and Nutrition - Consolidation of Food Skills

Spiritual: Mastery of cooking techniques allows students to express their personalities and take pride in their culinary creations.  
Moral: Reinforcement of ethical practices in food safety, waste reduction, and health benefits.  
Social: Working together on meal preparation activities builds camaraderie and teamwork.  
Cultural: Familiarization with diverse recipes fosters appreciation of culinary traditions from around the world.

## **Year 10 (GCSE)**

### Timbers and Product Design (Specialist Principles, Sustainability, Smart Materials)

Spiritual: Design and woodwork projects help students express creativity and develop a deeper connection with their creations.  
Moral: Emphasis on sustainability and ethical material use nurtures environmental responsibility and ethical decision-making.  
Social: Group projects on timber and sustainable products foster collaboration and collective problem-solving.



Cultural: Understanding wood's historical and cultural uses broadens students' perspectives on natural resources in different societies.  
Food and Nutrition - Theory and Food Science (Safety, Nutrition, Provenance)

Spiritual: Exploring food origins and culinary methods allows students to connect to heritage and cultural roots.  
Moral: Emphasis on food safety and ethical sourcing nurtures moral responsibility.  
Social: Collaborative cooking projects build social skills and encourage mutual support.  
Cultural: Learning about food provenance and global cuisine fosters cultural appreciation.

## **Year 11 (GCSE)**

NEA Project and Product Revision

Spiritual: The NEA project offers students a personal journey of exploration, expression, and self-discovery as they bring ideas to life.  
Moral: Ethical considerations in material sourcing and design use are reinforced, encouraging responsible and thoughtful design.  
Social: Peer assessments and feedback develop students' confidence, critical thinking, and social skills.  
Cultural: Exposure to the "work of others" builds appreciation for diverse perspectives and innovation in design.

Food and Nutrition - GCSE NEA Projects and Food Safety

Spiritual: Cooking and creating nutritious recipes foster self-expression and an appreciation for nurturing others through food.  
Moral: The ethical implications of food sourcing and sustainability become central themes, reinforcing responsibility.  
Social: Working on food projects together fosters community, teamwork, and respect.  
Cultural: A deep dive into food provenance and global food practices enhances cultural understanding and appreciation.

## **SMSC in Art Curriculum Years 7-11**

### **Year 7**

Baseline Testing and Formal Elements

Spiritual: Students begin their journey into art by exploring fundamental skills like tone, shape, color, and texture. These are like the building blocks of a language, allowing students to express emotions and ideas creatively, fostering self-reflection and appreciation for how personal vision can shape art.  
Moral: Practicing skills responsibly encourages students to reflect on how choices in color, line, and tone can impact the interpretation of their work, teaching the significance of mindful creation.  
Social: By working on shared projects that include drawing and color exercises, students practice respectful feedback, learning to support each other in the creative process.  
Cultural: Projects in landscapes and natural forms allow students to see how artists across cultures interpret nature, fostering appreciation for artistic diversity.

Landscapes and Natural Forms

Spiritual: In landscape painting, students connect with nature, exploring how color and brushstrokes express the beauty of the world. This encourages students to reflect on how nature inspires inner peace and personal growth.  
Moral: As they develop their own pieces, students learn about using resources like materials wisely and making ethical choices in their creations, understanding art's role in promoting awareness about nature.  
Social: Landscape projects introduce collaborative learning, as students discuss ideas, critique each other's work, and share techniques, learning to communicate ideas and perspectives.  
Cultural: By studying different approaches to landscape art, students see how nature is interpreted uniquely across cultures, discovering how the environment shapes artistic perspectives.

### **Year 8**

The Formal Elements and Still Life

Spiritual: Revisiting and refining the formal elements enables students to delve deeper into artistic expression, encouraging them to add meaning and emotion to their drawings and explore their personal perspectives through mark-making and color choices.  
Moral: Art exercises, like working with still life, prompt students to think about themes such as the passage of time and preservation, learning to handle materials sustainably while respecting the stories objects tell.  
Social: Projects in observational drawing foster teamwork and communication skills as students share their ideas and respond to each other's interpretations.  
Cultural: By examining still life from various eras, students gain insight into different cultural values and how societies through time have chosen to represent their lives and objects.



## Buildings and Perspective

**Spiritual:** Through exploring buildings and perspective, students reflect on how structures shape and reflect communities. This develops an appreciation for architecture's role in personal and communal spaces.

**Moral:** Students discuss how buildings can reflect values, raising awareness of social justice and accessibility in architecture. They learn about design that respects all community members.

**Social:** Collaborative building projects strengthen teamwork as students explore group contributions to a shared artistic piece, respecting and valuing diverse ideas.

**Cultural:** By studying architectural styles, students see how design represents different cultural identities, understanding architecture as a mirror of historical and cultural priorities.

## **Year 9**

### Food Glorious Food – GCSE Style Project

**Spiritual:** This project invites students to explore cultural and personal connections to food, which can symbolize family, heritage, and memory. Creating artwork centered on food encourages self-expression and reflection on one's own experiences and values.

**Moral:** As they examine themes around food, students consider issues like food waste, ethical sourcing, and the impact of consumer choices, learning to view art as a platform for moral awareness.

**Social:** Group activities and critiques help students practice giving constructive feedback, working together on shared themes, and learning from each other's interpretations.

**Cultural:** Food is universal yet culturally distinct, and this project helps students see how various cultures celebrate and depict food, enhancing their appreciation of diverse traditions and culinary arts.

## **Year 10 (GCSE)**

### Portrait & Identity

**Spiritual:** Through portraiture, students explore identity and self-representation, discovering how art reflects the self. The project encourages them to examine personal identity and empathy, seeing others as unique individuals with their own stories.

**Moral:** As they study the ethics of representation, students grapple with themes of honesty, dignity, and the impact of artistic choices, learning how to portray subjects respectfully and thoughtfully.

**Social:** Students develop their communication skills through shared critiques and presentations, working on respecting diverse interpretations and expressions of identity in art.

**Cultural:** This project gives insight into portrait traditions across cultures, helping students explore how societies through time have represented people, enhancing their understanding of art as a historical and cultural record.

### Still Life Workshops

**Spiritual:** Working with still life, students reflect on the beauty of everyday objects and the art of simplicity. This encourages a sense of mindfulness and appreciation for life's details.

**Moral:** Projects in still life underscore the importance of careful resource use, helping students understand the ethics of choice in materials and themes, with a focus on respect and representation.

**Social:** Workshops and collaborative projects develop students' teamwork skills, as they learn from each other's approaches and explore different methods to achieve shared objectives.

**Cultural:** Still life projects explore cultural depictions of everyday life, enhancing students' understanding of how different societies view objects' symbolism, history, and significance.

## **Year 11 (GCSE)**

### Workshops & Portfolio Development

**Spiritual:** Students revisit past projects, deepening their personal connection to chosen themes and refining their ability to express emotions and ideas artistically, a journey of self-discovery and commitment to their artistic vision.

**Moral:** As they reflect on completed pieces, students think about the societal impact of art and their ethical role as creators. They learn to consider how their work can inspire positive change or awareness.

**Social:** Feedback sessions and presentations continue to strengthen their social skills, allowing them to practice articulating their ideas clearly, giving constructive feedback, and fostering a supportive studio environment.

**Cultural:** Projects continue to expose students to new techniques and traditions, emphasizing art's role as a universal language that bridges cultures, beliefs, and perspectives.

## **Externally Set Assignment (ESA)**

**Spiritual:** The ESA encourages students to develop a project that expresses their deepest values and artistic voice, synthesizing their learning and personal insight into a final piece that speaks to their journey and vision.

**Moral:** Through independent projects, students grapple with ethical and social themes, creating art that reflects their views on issues they find meaningful.

**Social:** The ESA develops independence while maintaining collaborative skills, as students continue to discuss, share, and refine their ideas in a supportive community.

**Cultural:** By drawing on their own interests, students use art as a platform to represent cultural themes, giving voice to personal or shared experiences and contributing to cultural awareness and appreciation in the classroom.



## **Dance SMSC Document for Years 7-11**

Dance SMSC Links Document: Years 7-11

### **Performance**

Physical Skills

#### **Year 7**

Spiritual: Students begin reflecting on how physical expression can connect with inner thoughts and feelings.

Moral: Introduces responsibility for one's actions in physical expression, promoting respect and understanding of personal boundaries.

Social: Collaborative exercises in class foster teamwork and consideration, teaching students to appreciate the importance of supporting one another in movement.

Cultural: Awareness of how different cultures use body movement as an expressive medium, appreciating diverse traditions in dance.

#### **Year 8**

Spiritual: Deeper exploration of physicality in dance to express emotions and personal experiences.

Moral: Reinforces ethical considerations, including respect for others' physical space and intentions.

Social: Group activities emphasize constructive feedback, patience, and respect for others' learning processes.

Cultural: Study of traditional and contemporary movements across cultures, building awareness and respect for diverse expression.

#### **Year 9**

Spiritual: Expands students' understanding of how movement connects to self-expression and the portrayal of internal conflict.

Moral: Encourages reflections on ethical issues in performance, such as ownership of movement and representation.

Social: Promotes understanding of social roles and teamwork in dance, encouraging empathy and collaboration.

Cultural: Examination of how cultural contexts influence body language and dance movements, highlighting social and historical significance.

#### **KS4**

Spiritual: Explores complex themes of identity, purpose, and transformation through dance, enabling self-reflection.

Moral: Addresses moral integrity in dance, promoting authentic expression and ethical consideration of content.

Social: Emphasizes leadership, responsibility, and collective efforts in ensemble work, fostering a sense of community.

Cultural: Appreciation of the fusion of dance forms, recognizing contributions from varied cultural backgrounds.

Technical Skills

#### **Year 7**

Spiritual: Introduction to the role of discipline in achieving personal goals through technical skills.

Moral: Basic awareness of ethics in practicing and respecting others' learning paces and progress.

Social: Cooperative exercises foster an appreciation of group support in skill development.

Cultural: Exposure to basic technical forms from different dance traditions to broaden cultural understanding.

#### **Year 8**

Spiritual: Students begin to understand self-discipline and the role of practice in growth.

Moral: Encourages respect for diverse approaches and styles, reinforcing inclusion.

Social: Emphasis on teamwork and peer support in learning technical skills.



Cultural: Awareness of how dance techniques vary across traditions, building appreciation for global dance forms.

### **Year 9**

Spiritual: Encourages students to find personal meaning in technical mastery.

Moral: Reinforces respect for others' work and efforts in skill progression.

Social: Collaborative skill-building to encourage mutual encouragement and patience.

Cultural: Further understanding of traditional and contemporary dance, highlighting diverse cultural expressions.

### **KS4**

Spiritual: Emphasis on the use of technical skills to convey deeper personal and thematic expression.

Moral: Ethical considerations in representation and authenticity, especially when adapting cultural or traditional elements.

Social: Cultivates leadership and responsible sharing of constructive feedback.

Cultural: Deepens appreciation for diverse dance techniques, respecting the history and meaning behind each.

Expressive Skills

### **Year 7**

Spiritual: Introduction to the concept of conveying emotions and thoughts through movement.

Moral: Encourages students to express themselves while respecting the expression of others.

Social: Building empathy through understanding others' interpretations and expressions.

Cultural: Appreciation for how expression in dance varies across cultures and settings.

### **Year 8**

Spiritual: Deeper engagement with self-expression through dance, encouraging personal reflection.

Moral: Understanding the importance of genuine expression, respecting individual perspectives.

Social: Fostering a sense of belonging through group sharing and appreciation of personal stories.

Cultural: Recognition of varied cultural expressive techniques, exploring how emotions are portrayed differently.

### **Year 9**

Spiritual: Expressive skills are linked with identity exploration, building confidence and self-acceptance.

Moral: Reinforces honesty in self-expression, valuing authenticity in performance.

Social: Cultivates empathy and appreciation for others' unique expressions.

Cultural: Exposure to how different cultural expressions address themes like joy, sorrow, and celebration.

### **KS4**

Spiritual: Allows for in-depth exploration of identity and self-expression through crafted, nuanced performances.

Moral: Addresses ethical concerns in expression, particularly around sensitive or diverse themes.

Social: Emphasis on mutual respect and responsibility in shared expressive endeavors.

Cultural: Integration of diverse cultural techniques in expression, highlighting inclusivity and global awareness.

Mental Skills

### **Year 7 to KS4**

Spiritual: Mental focus in dance reinforces mindfulness and personal resilience across all years.

Moral: Integrity in commitment and effort are encouraged, reflecting the ethical value of diligence.

Social: Group rehearsals support teamwork, patience, and shared growth.



Cultural: Introduces various cultural mindsets within dance, such as mental preparation for performance.

#### Personal Management Skills

##### **Year 7 to KS4**

Spiritual: Self-management promotes self-reflection and personal growth through discipline.

Moral: Emphasis on reliability and ethical responsibility in practice and performance.

Social: Reinforces importance of self-discipline within group activities, balancing personal growth with social responsibilities.

Cultural: Highlights self-management styles and values across cultures in dance practices.

#### Safe Working Practice

Year 7 to KS4

Spiritual: Emphasizes self-care and mindfulness, respecting one's body and personal limits.

Moral: Reinforces moral responsibility to practice safety for self and others.

Social: Fosters a collaborative environment prioritizing everyone's safety.

Cultural: Introduces culturally sensitive practices for respecting personal and shared space.

#### Choreography

Responding to a Stimulus, Choreographic Processes, Choreographic Devices, and Structuring Devices

##### **Year 7 to KS4**

Spiritual: Reflects on stimuli and themes, developing personal and group identity through choreography.

Moral: Ethical decision-making in selecting sensitive, respectful responses to themes and stimuli.

Social: Collaboration in developing and sharing choreography, reinforcing teamwork.

Cultural: Appreciation for how different cultures use choreographic tools to represent values and stories.

#### Appreciation

Features of Production, Choreographic Approaches, Choreographic Content, Choreographic Intent, and Critical Analysis

##### **Year 7 to KS4**

Spiritual: Encourages personal reflection on artistic intent and emotional response to dance.

Moral: Develops critical understanding of themes such as fairness, justice, and identity.

Social: Discussions enhance respect for others' interpretations and experiences.

Cultural: Analysis of choreographic approaches reveals cultural differences and universal human experiences in dance.

This document reflects SMSC values that align with the physical, technical, expressive, mental, and choreographic dimensions of Dance, fostering personal, social, and cultural growth from Years 7-11.

### **SMSC Links in Drama Curriculum (Years 7 to 11)**

#### Performance

Vocal Skills

##### **Year 7**



Spiritual: Students begin to express themselves vocally, exploring their unique voices, which fosters a sense of individuality and self-awareness.  
Moral: Emphasis on clear communication encourages honesty and integrity in performance, allowing students to consider the impact of their words.  
Social: Collaborative activities help build confidence and teamwork, as students learn to listen and respond to one another.  
Cultural: Exposure to various vocal styles enhances appreciation of different cultural expressions and traditions.

### **Year 8**

Spiritual: Students engage in self-reflection as they analyze and improve their vocal techniques, promoting personal growth.  
Moral: Students discuss the ethical implications of performance choices, including portrayal of different characters and emotions.  
Social: Group discussions encourage students to share their thoughts on vocal delivery, fostering a supportive classroom environment.  
Cultural: Exploration of vocal styles from different cultures broadens students' understanding of global theatrical traditions.

### **Year 9**

Spiritual: Students explore the emotional aspects of vocal performance, enhancing their empathy and understanding of diverse perspectives.  
Moral: Analysis of vocal delivery in various contexts raises questions about authenticity and responsibility in performance.  
Social: Peer feedback sessions develop constructive criticism skills, promoting a culture of respect and collaboration.  
Cultural: Study of historical and contemporary vocal practices introduces students to the evolution of performance arts across cultures.

### **KS4**

Spiritual: Students reflect on their creative choices and the emotional impact of their performances, fostering a deeper connection to their work.  
Moral: The curriculum encourages ethical discussions about the responsibilities of performers in representing characters and narratives.  
Social: Group projects require collaboration and communication, preparing students for real-world interactions in theatrical environments.  
Cultural: Students investigate various cultural contexts of vocal performance, enhancing their appreciation for global diversity in theatre.

Physical Skills

### **Year 7**

Spiritual: Engaging in physical expression allows students to explore their identity and emotional range, enhancing self-awareness.  
Moral: Students learn about respect for space and others' physical boundaries during collaborative exercises.  
Social: Activities that require teamwork build relationships and teach the importance of trust and cooperation.  
Cultural: Introduction to different movement styles encourages appreciation for diverse cultural expressions in performance.

### **Year 8**

Spiritual: Physical exercises promote mindfulness and body awareness, helping students connect their physical presence to their emotions.  
Moral: Discussions about the portrayal of characters through physicality raise ethical questions about representation and stereotypes.  
Social: Collaborative physical activities foster communication and empathy, as students learn to interpret each other's movements.  
Cultural: Exploring physical performance styles from various cultures enriches students' understanding of global theatrical traditions.

### **Year 9**



Spiritual: Students delve into how physicality can convey deeper emotional truths, enhancing their personal expression in performances.  
Moral: Analysis of physical character portrayal prompts discussions about the moral implications of depicting certain traits.  
Social: Group choreography projects develop cooperation and creative problem-solving skills among peers.  
Cultural: Examination of historical and cultural contexts of movement styles encourages appreciation for the roots of performance art.

#### **KS4**

Spiritual: Students reflect on the transformative power of physical performance, considering its emotional impact on audiences.  
Moral: Engaging in discussions about physical representation in performance fosters a critical understanding of ethical issues in theatre.  
Social: Collaborating on complex physical performances enhances teamwork skills and mutual respect among peers.  
Cultural: Students analyze diverse physical styles from different cultures, fostering respect for global theatrical practices.  
Expressive Skills

#### **Year 7**

Spiritual: Students learn to channel their emotions through expressive performance, promoting self-exploration and confidence.  
Moral: Exploration of ethical dilemmas in performance scenarios encourages students to reflect on their values and choices.  
Social: Group performances and activities foster a sense of community, enhancing collaboration and communication skills.  
Cultural: Exposure to various expressive styles broadens students' understanding of cultural influences in performance art.

#### **Year 8**

Spiritual: Expressive skills development enhances students' ability to convey personal experiences and emotions, fostering connection.  
Moral: Discussions about the ethical representation of emotions in performance challenge students to consider honesty and authenticity.  
Social: Collaborative projects encourage peer support and teamwork, vital for developing expressive skills.  
Cultural: Students explore expressive traditions from various cultures, increasing their appreciation for global performance practices.

#### **Year 9**

Spiritual: Students analyze their expressive choices, deepening their understanding of character motivations and emotional journeys.  
Moral: Ethical considerations around emotional portrayal in performance prompt discussions about responsibility and empathy.  
Social: Group critique sessions help students learn to give and receive constructive feedback, fostering a supportive environment.  
Cultural: Study of diverse expressive techniques promotes respect for different cultural narratives and storytelling methods.

#### **KS4**

Spiritual: Students reflect on how expressive skills can impact audience perception and emotional connection, fostering deeper engagement.  
Moral: Critical discussions about the portrayal of sensitive topics in performance promote ethical awareness and sensitivity.  
Social: Collaboration in expressive performances enhances students' interpersonal skills and ability to work as part of a team.  
Cultural: Investigation of global expressive styles enriches students' understanding of cultural influences in drama and theatre.

Non-Verbal Communication

#### **Year 7**



Spiritual: Exploration of non-verbal cues encourages students to connect with their emotions and express them creatively.  
Moral: Students learn the importance of honesty and clarity in non-verbal communication, reflecting on its ethical implications.  
Social: Activities that focus on non-verbal interaction enhance students' understanding of body language and social dynamics.  
Cultural: Examination of non-verbal communication across cultures fosters appreciation for diverse ways of expressing emotions.

### **Year 8**

Spiritual: Students reflect on how non-verbal expression can convey complex emotions, deepening their self-awareness.  
Moral: Discussion of the implications of non-verbal communication in various contexts encourages ethical reflection.  
Social: Team-building exercises enhance cooperation and empathy, highlighting the power of non-verbal cues in group dynamics.  
Cultural: Exploration of cultural differences in non-verbal communication broadens students' understanding of global perspectives.

### **Year 9**

Spiritual: Students analyze their non-verbal expression, considering how it reflects their identity and emotional state.  
Moral: Ethical discussions about the interpretation of non-verbal cues raise awareness of misconceptions and biases.  
Social: Collaborative projects help students learn to work together effectively, respecting each other's non-verbal communication styles.  
Cultural: Study of non-verbal communication in different cultures enhances students' appreciation for diverse theatrical expressions.

### **KS4**

Spiritual: Students reflect on the power of non-verbal communication in storytelling, deepening their connection to performance.  
Moral: Engagement with ethical questions about non-verbal representation encourages critical thinking and awareness of impact.  
Social: Group exercises foster respect for diverse communication styles, enhancing teamwork and collaboration.  
Cultural: Analysis of non-verbal communication in various cultural contexts enriches students' understanding of global performance practices.

Approaching a Script

### **Year 7**

Spiritual: Students explore their interpretation of scripts, promoting personal connection and self-expression.  
Moral: Discussions about character motivations encourage students to reflect on ethical dilemmas and choices.  
Social: Collaborative script readings develop teamwork and communication skills, fostering a sense of community.  
Cultural: Examination of scripts from diverse backgrounds broadens students' appreciation of various theatrical traditions.

### **Year 8**

Spiritual: Analysis of script themes promotes self-reflection and deeper emotional understanding among students.  
Moral: Ethical discussions about character actions in scripts encourage students to consider moral implications and lessons.  
Social: Group discussions on script interpretation foster collaboration and respect for diverse perspectives.  
Cultural: Exploration of scripts from various cultures enhances students' understanding of global narratives and storytelling.

### **Year 9**



Spiritual: Students develop their unique interpretations of scripts, enhancing personal growth and creativity.  
Moral: Critical analysis of character motivations raises ethical questions that promote discussion on responsibility and integrity.  
Social: Peer feedback on script interpretations encourages constructive communication and respect for differing viewpoints.  
Cultural: Study of culturally significant scripts enriches students' understanding of social issues and historical contexts.

#### **KS4**

Spiritual: Students reflect on their creative processes when approaching scripts, deepening their engagement with the material.  
Moral: Discussions about character representation prompt ethical considerations and sensitivity to cultural contexts.  
Social: Collaborative script analysis fosters teamwork and enhances students' ability to articulate their ideas.  
Cultural: Investigation of diverse scripts promotes an understanding of various cultural perspectives and theatrical styles.

#### **Devising**

Choosing and Researching Stimuli

KS3

#### **Year 7**

Spiritual: Students explore personal connections to various stimuli, fostering self-awareness and encouraging them to express their emotions and experiences creatively.  
Moral: Engaging with different stimuli invites discussions about the ethical implications of stories and their impact on audiences, promoting a sense of responsibility in storytelling.  
Social: Collaborative research projects enhance teamwork, communication, and respect for differing viewpoints among peers.  
Cultural: Exposure to diverse stimuli broadens students' understanding of various cultures, encouraging appreciation for different perspectives and artistic expressions.

#### **Year 8**

Spiritual: Students reflect on how stimuli resonate with their personal beliefs and experiences, deepening their self-exploration through creative work.  
Moral: Discussions around the moral implications of chosen stimuli foster critical thinking about representation and ethics in storytelling.  
Social: Working in groups to research and discuss stimuli promotes collaboration and empathy as students engage with different interpretations.  
Cultural: Analyzing stimuli from various cultural contexts enhances students' cultural literacy and appreciation for the richness of global narratives.

#### **Year 9**

Spiritual: Students engage with stimuli that reflect their own experiences and beliefs, encouraging self-discovery and emotional expression.  
Moral: Evaluating the ethical dimensions of stimuli encourages students to think critically about the messages they convey in their work.  
Social: Peer feedback sessions enhance communication skills and foster a supportive classroom environment where diverse ideas are valued.  
Cultural: Exploring the historical and cultural contexts of stimuli enriches students' understanding of the significance of various artistic traditions.

#### **KS4**

All Years

Spiritual: Students articulate personal connections to their chosen stimuli, fostering a deeper understanding of their artistic identities.  
Moral: Critical reflection on the ethical implications of their work promotes responsible storytelling practices.  
Social: Engaging collaboratively with peers in the research process develops interpersonal skills and respect for diverse perspectives.  
Cultural: Analyzing stimuli from a variety of cultural backgrounds enhances global awareness and appreciation for diverse artistic expressions.

Establishing Aims and Objectives

KS3



## **Year 7**

Spiritual: Setting personal aims in drama allows students to reflect on their aspirations and foster self-motivation.

Moral: Discussing the ethical implications of their objectives encourages students to consider the impact of their choices on others.

Social: Group goal-setting activities enhance communication and teamwork, promoting a sense of collective responsibility.

Cultural: Exploring the aims of different cultural performances deepens students' appreciation for diverse artistic traditions.

## **Year 8**

Spiritual: Students reflect on how their objectives align with their personal values, enhancing their artistic vision.

Moral: Identifying potential ethical dilemmas within their aims fosters critical thinking about the narratives they create.

Social: Collaborative discussions on aims develop negotiation skills and mutual respect among peers.

Cultural: Learning about the objectives of various cultural works broadens students' perspectives and understanding of global artistic intentions.

## **Year 9**

Spiritual: Students articulate their artistic objectives, encouraging a deeper connection to their work and personal growth.

Moral: Evaluating the ethical dimensions of their objectives encourages responsibility and consideration of audience impact.

Social: Group projects that involve establishing aims promote cooperation and support among classmates.

Cultural: Investigating the cultural significance of aims and objectives in performances enriches students' understanding of diverse artistic practices.

## **KS4**

All Years

Spiritual: Students refine their artistic aims, reflecting their personal growth and commitment to their craft.

Moral: Critically assessing the moral implications of their objectives promotes ethical responsibility in creative expression.

Social: Collaborative planning enhances teamwork and fosters a supportive environment for shared artistic goals.

Cultural: Exploring aims in the context of various cultural traditions enhances students' appreciation for global art forms.

Practical Exploration

KS3

## **Year 7**

Spiritual: Practical exploration encourages students to express their thoughts and feelings through drama, enhancing self-awareness.

Moral: Engaging with characters and narratives promotes discussions about ethical choices and their consequences.

Social: Group practical exercises build teamwork and communication skills, fostering a sense of community.

Cultural: Exposure to practical techniques from different cultures enriches students' understanding of global storytelling.

## **Year 8**

Spiritual: Personal connections to practical work help students explore their identities and emotional responses.

Moral: Analyzing characters' ethical dilemmas promotes critical thinking about morality in storytelling.

Social: Collaborative exploration enhances cooperation and respect for diverse ideas and approaches.

Cultural: Learning about cultural influences in practical exploration broadens students' artistic perspectives.

## **Year 9**

Spiritual: Deepening engagement with practical exploration fosters self-discovery and confidence in artistic expression.

Moral: Evaluating the ethical implications of character choices encourages responsibility in their creative processes.

Social: Peer collaboration during practical exercises develops critical listening skills and empathy.

Cultural: Engaging with different cultural practices in practical exploration enriches students' artistic versatility.



## **KS4**

All Years

Spiritual: Mastery of practical skills enhances students' ability to convey personal themes and connect with audiences.

Moral: Critical evaluation of practical work fosters ethical considerations regarding storytelling and representation.

Social: Collaborative practical projects strengthen teamwork and enhance communication skills.

Cultural: Exploring various cultural influences in practical exploration promotes appreciation for global theatrical traditions.

Developing Role and Characterisation

## **KS3**

### **Year 7**

Spiritual: Developing characters encourages empathy and personal reflection, helping students connect with diverse human experiences.

Moral: Discussions about character motivations and decisions prompt ethical considerations in storytelling.

Social: Role-playing activities foster collaboration and communication skills among peers.

Cultural: Exploring characters from various cultures enhances students' understanding of different societal contexts and narratives.

### **Year 8**

Spiritual: Students reflect on their own beliefs and experiences while developing characters, deepening their emotional intelligence.

Moral: Engaging with characters' moral choices promotes critical discussions about right and wrong.

Social: Group work in character development builds respect for diverse perspectives and teamwork skills.

Cultural: Exposure to characters from different cultural backgrounds enriches students' appreciation for diverse storytelling traditions.

### **Year 9**

Spiritual: Exploring characters' emotional journeys encourages students to reflect on their values and beliefs.

Moral: Analyzing the ethical implications of characters' actions fosters critical thinking about morality in art.

Social: Collaborative character work promotes trust and respect among classmates.

Cultural: Studying characters from various cultures broadens students' understanding of global narratives and human experiences.

## **KS4**

All Years

Spiritual: Students' exploration of roles allows for personal expression and connection to broader human themes.

Moral: Evaluating characters' ethical decisions encourages responsible storytelling practices.

Social: Collaborative character development enhances teamwork and interpersonal skills.

Cultural: Engaging with diverse cultural perspectives in characterisation promotes inclusivity and global awareness.

Developing Structure

KS3

### **Year 7**

Spiritual: Learning to structure performances fosters creativity and self-expression, encouraging personal artistic growth.

Moral: Understanding narrative structure promotes ethical considerations regarding the representation of stories.

Social: Collaborative projects in structuring performances enhance teamwork and communication skills.

Cultural: Exploring structural elements in different cultural contexts enriches students' understanding of various storytelling traditions.

### **Year 8**



Spiritual: Reflecting on how structure influences audience engagement encourages deeper emotional connections to their work.  
Moral: Discussions around structural choices promote ethical storytelling practices.  
Social: Group collaboration in developing structure fosters cooperation and mutual respect among students.  
Cultural: Analyzing structural techniques from various cultural narratives broadens students' artistic perspectives.

### **Year 9**

Spiritual: Encouraging personal expression through structure enhances self-discovery and confidence in artistic abilities.  
Moral: Evaluating the implications of structural choices fosters discussions about the ethics of representation.  
Social: Collaborative work in structuring performances promotes teamwork and constructive feedback.  
Cultural: Studying structural elements in diverse theatrical traditions enhances students' appreciation for cultural storytelling.

### **KS4**

All Years

Spiritual: Mastery of structure allows students to articulate their artistic vision and connect with broader themes.  
Moral: Critical evaluation of structure encourages students to consider the ethical implications of their narratives.  
Social: Teamwork in structuring performances reinforces collaboration and communication skills.  
Cultural: Exploring structural elements in various cultural performances enhances students' global artistic awareness.

Technical Elements of Performance

### **KS3**

#### **Year 7**

Spiritual: Engaging with technical elements enhances students' ability to express themselves creatively, promoting personal growth.  
Moral: Understanding the ethical use of technical skills fosters responsible creativity and storytelling.  
Social: Collaborative technical projects build teamwork and effective communication among peers.  
Cultural: Exposure to technical practices from different cultures enriches students' understanding of global theatre.

#### **Year 8**

Spiritual: Connecting technical choices to emotional expression deepens students' engagement with their work.  
Moral: Evaluating the impact of technical elements on storytelling promotes ethical considerations in performance.  
Social: Working together on technical aspects enhances cooperation and problem-solving skills.  
Cultural: Exploring diverse technical practices broadens students' appreciation for the variety of theatrical traditions.

#### **Year 9**

Spiritual: Mastery of technical elements allows for personal expression and enhances the overall impact of performances.  
Moral: Analyzing the ethical implications of technical choices fosters responsible artistic practices.  
Social: Collaborative technical work strengthens relationships and teamwork skills among classmates.  
Cultural: Investigating technical traditions from various cultures promotes a broader understanding of global theatre.

### **KS4**

All Years

Spiritual: Students' technical proficiency enhances their ability to convey personal themes and connect with audiences.  
Moral: Critical reflection on technical choices promotes ethical responsibility in performance.  
Social: Engaging collaboratively in technical work builds communication and cooperation skills.  
Cultural: Studying various technical practices enhances students' appreciation for diverse cultural contributions to theatre.



## Refining Performance

KS3

Year 7

Spiritual: Engaging in performance refinement encourages self-reflection and personal growth in artistic expression.

Moral: Discussions about the impact of refinement choices foster ethical considerations regarding audience experience.

Social: Collaborative feedback sessions enhance communication skills and promote a supportive classroom environment.

Cultural: Exploring refinement practices from various cultures broadens students' understanding of artistic traditions.

Year 8

Spiritual: Reflecting on performance refinement deepens students' connection to their work and personal expression.

Moral: Evaluating the ethical implications of performance choices fosters responsible artistic practices.

Social: Group refinement activities enhance cooperation and respect for diverse perspectives.

Cultural: Learning about cultural approaches to performance refinement enriches students' appreciation for global narratives.

Year 9

Spiritual: Engaging in reflective practices during performance refinement fosters self-discovery and confidence.

Moral: Analyzing the ethical impact of performance choices encourages responsibility in storytelling.

Social: Collaborative refinement processes promote teamwork and constructive feedback among peers.

Cultural: Exploring refinement techniques from various cultures broadens students' artistic horizons and understanding of performance.

KS4

All Years

Spiritual: Mastery in refining performances allows for deeper emotional expression and connection with audiences.

Moral: Critical evaluation of performance choices fosters ethical considerations and responsible storytelling practices.

Social: Collaborative refinement projects build teamwork and communication skills among students.

Cultural: Engaging with diverse cultural approaches to performance refinement enhances students' global awareness and appreciation.

## Rehearsing Performance

KS3

Year 7

Spiritual: Rehearsal processes encourage personal reflection and the development of artistic identity.

Moral: Discussions about rehearsal choices promote ethical considerations in character portrayal and storytelling.

Social: Collaborative rehearsals build teamwork, communication, and mutual respect among peers.

Cultural: Exposure to rehearsal practices from various cultures enriches students' understanding of different theatrical traditions.

Year 8

Spiritual: Reflecting on rehearsal experiences deepens students' emotional engagement and commitment to their roles.

Moral: Analyzing the moral implications of rehearsal choices fosters responsible character portrayal.

Social: Group rehearsal activities enhance cooperation and problem-solving skills.

Cultural: Learning about cultural rehearsal traditions broadens students' appreciation for diverse approaches to theatre.

Year 9

Spiritual: Engaging in rehearsal processes fosters self-discovery and confidence in artistic abilities.

Moral: Evaluating the ethical dimensions of rehearsal choices encourages responsibility in storytelling.



Social: Collaborative rehearsal work promotes trust and effective communication among classmates.  
Cultural: Investigating rehearsal practices from various cultures enhances students' understanding of global narratives.

KS4  
All Years  
Spiritual: Mastery in rehearsal processes enhances students' ability to convey personal themes and connect with audiences.  
Moral: Critical reflection on rehearsal choices promotes ethical responsibility in performance.  
Social: Engaging collaboratively in rehearsals builds communication and teamwork skills among students.  
Cultural: Studying rehearsal traditions from various cultural perspectives enhances students' appreciation for the diversity of theatrical practices.

### Appreciation

KS3

Year 7  
Spiritual: Students engage in self-expression through dance, reflecting on personal experiences and emotions conveyed through movement.  
Moral: Identifying key features of performance instills a sense of ethical responsibility to respect the integrity of the art form.  
Social: Collaborative learning experiences enhance social skills as students work together to demonstrate basic dance techniques.  
Cultural: Exposure to various dance styles fosters appreciation for cultural diversity and encourages exploration of global dance traditions.

Year 8  
Spiritual: Competently applying dance skills encourages students to connect their personal narratives with movement, enhancing their artistic identity.  
Moral: Students analyze the moral implications of dance choices, reflecting on the messages communicated through their performances.  
Social: Discussing relevant examples fosters collaboration and peer feedback, enhancing communication skills and social interaction.  
Cultural: Students learn about the historical and cultural significance of different dance styles, promoting an appreciation for the richness of global dance heritage.

Year 9  
Spiritual: Discussions around skills and approaches deepen students' understanding of their personal expression in performance work.  
Moral: Analyzing how skills contribute to performance raises awareness of ethical considerations in choreographic choices.  
Social: Group discussions and collaborative projects strengthen teamwork skills and respect for diverse artistic opinions.  
Cultural: Investigating various cultural influences on dance encourages students to appreciate the interconnectedness of art forms worldwide.

KS4  
All Years  
Spiritual: Students develop a deeper understanding of their own creative contributions, facilitating personal growth through dance.  
Moral: Critical reflection on the use of skills promotes a sense of responsibility towards the messages conveyed in their performances.  
Social: Engaging in group work enhances communication and cooperation, vital skills for future collaborations in dance.  
Cultural: Exploring a range of dance styles cultivates an understanding of cultural narratives and the evolution of performance art.

### Performance Context

KS3  
Year 7  
Spiritual: Students begin to connect personal meaning to their performances, enhancing their overall engagement with dance.  
Moral: Understanding performance contexts encourages students to think about the implications of their portrayals and artistic choices.  
Social: Working collaboratively on performance contexts fosters teamwork and the sharing of ideas.



Cultural: Exposure to different contexts in dance helps students recognize the cultural significance of various performances.

Year 8  
Spiritual: Exploring performance contexts deepens students' connections to the stories and emotions portrayed in dance.  
Moral: Discussions about the responsibilities associated with different performance contexts prompt students to consider the impact of their work.  
Social: Students learn to communicate effectively within their groups, leading to enhanced collaborative skills.  
Cultural: Understanding how cultural backgrounds influence performance contexts enriches students' appreciation for diversity in dance.

Year 9  
Spiritual: Students engage with the emotional and thematic elements of performance, fostering a deeper connection to their work.  
Moral: Analyzing the ethical dimensions of performance choices promotes responsible storytelling through dance.  
Social: Collaborative analysis of performance contexts cultivates respect and constructive feedback among peers.  
Cultural: Exploring the cultural implications of performance choices enhances students' understanding of dance as a global art form.

KS4  
All Years  
Spiritual: Mastery of performance contexts enables students to convey complex themes and emotions, enriching their artistic expression.  
Moral: Evaluating the implications of performance choices fosters ethical consideration and responsibility.  
Social: Collaborative performances enhance communication and teamwork skills essential for effective group dynamics.  
Cultural: Students' exploration of various performance contexts broadens their understanding of cultural diversity in dance.

Dramatic Techniques  
KS3

Year 7  
Spiritual: Learning about basic dramatic techniques helps students express their feelings and experiences through dance.  
Moral: Discussions about the effects of techniques encourage students to consider their ethical responsibilities in portraying characters.  
Social: Group exercises in applying techniques foster a collaborative environment and enhance communication skills.  
Cultural: Exposure to diverse dramatic techniques in dance encourages appreciation for the various methods employed in different cultures.

Year 8  
Spiritual: Competent application of dramatic techniques deepens students' emotional connection to their performances.  
Moral: Analyzing the impact of techniques promotes ethical reflection on the messages conveyed in dance.  
Social: Students learn to support one another through feedback, enhancing their teamwork and social skills.  
Cultural: Investigating cultural approaches to dramatic techniques enriches students' understanding of the variety in global dance practices.

Year 9  
Spiritual: Engaging in discussions about skills and approaches enhances students' self-awareness and confidence in their artistry.  
Moral: Evaluating the ethical implications of using certain techniques encourages responsible artistic choices.  
Social: Collaborative exploration of dramatic techniques fosters trust and open communication among peers.  
Cultural: Understanding how different cultures utilize various techniques promotes a broader appreciation of artistic expression in dance.

KS4  
All Years  
Spiritual: Mastery of dramatic techniques enhances emotional expression and connection with audiences.



Moral: Critical reflection on the use of techniques cultivates a sense of ethical responsibility in performance work.  
Social: Group work on techniques builds teamwork and effective communication skills vital for successful collaboration.  
Cultural: Exploring a variety of dramatic techniques provides insight into the cultural narratives that shape dance.

### Theatrical Genres and Styles KS3

#### Year 7

Spiritual: Introduction to various theatrical genres helps students express their individuality and explore their artistic voice.  
Moral: Understanding genre conventions encourages students to consider the ethical implications of their choices in performance.  
Social: Collaborating on genre projects fosters teamwork and mutual respect among classmates.  
Cultural: Learning about different theatrical genres promotes cultural appreciation and an understanding of diverse storytelling methods.

#### Year 8

Spiritual: Reflecting on genre and style allows students to connect emotionally with their performances and creative processes.  
Moral: Analyzing the themes and messages within genres promotes ethical reflection in their artistic expressions.  
Social: Group projects on theatrical genres enhance collaboration and communication skills.  
Cultural: Exploring various genres encourages an understanding of how cultural contexts influence dance and performance.

#### Year 9

Spiritual: Engaging with different theatrical genres fosters self-discovery and personal growth in students' artistic identities.  
Moral: Evaluating the moral implications of genres encourages responsibility in how stories are portrayed.  
Social: Discussions and projects enhance teamwork, fostering a supportive learning environment.  
Cultural: Studying the origins and cultural significance of various genres enriches students' appreciation for global dance forms.

### KS4

#### All Years

Spiritual: Mastery of various genres and styles allows for deeper artistic expression and emotional connection with audiences.  
Moral: Critical analysis of genres promotes ethical responsibility in narrative representation.  
Social: Collaborative exploration of theatrical styles builds teamwork and enhances interpersonal skills.  
Cultural: Investigating the cultural roots of genres and styles fosters a broader understanding of the global dance landscape.

### Theatre Terminology

#### KS3

#### Year 7

Spiritual: Learning dance terminology encourages students to articulate their thoughts and feelings about performance effectively.  
Moral: Understanding terminology helps students navigate discussions about ethics in performance.  
Social: Engaging with terminology in group settings promotes communication skills and mutual understanding.  
Cultural: Familiarity with theatre terminology enhances students' appreciation of cultural narratives and diverse dance expressions.

#### Year 8

Spiritual: Competent use of terminology deepens students' connection to their performances and encourages reflective practice.  
Moral: Discussions on the implications of terminology promote ethical reflection on artistic choices.  
Social: Collaborative learning experiences enhance teamwork through shared vocabulary and concepts.



Cultural: Exposure to terminology from various dance styles fosters an appreciation for cultural diversity in the arts.

#### Year 9

Spiritual: Engaging with theatre terminology enhances students' ability to express their artistic intentions clearly.

Moral: Analyzing the ethical use of terminology encourages responsible communication in performance contexts.

Social: Group discussions on terminology improve collaboration and peer feedback skills.

Cultural: Exploring terminology across different cultural contexts enriches students' understanding of global dance practices.

#### KS4

##### All Years

Spiritual: Mastery of theatre terminology enhances students' ability to articulate their artistic vision and connect with audiences.

Moral: Critical reflection on terminology use fosters ethical consideration in communication within dance.

Social: Engaging collaboratively with terminology builds teamwork and effective communication skills.

Cultural: Exploring the terminology of various dance traditions fosters appreciation for the richness of cultural expressions.

#### Roles and Responsibilities

##### KS3

#### Year 7

Spiritual: Understanding roles in dance helps students reflect on their contributions to the creative process and overall performance.

Moral: Analyzing responsibilities encourages students to consider the ethical implications of their roles in performances.

Social: Collaborative group projects foster teamwork and mutual respect, enhancing social skills.

Cultural: Exposure to various roles across cultures promotes appreciation for the diversity of contributions in dance.

#### Year 8

Spiritual: Competent understanding of roles deepens students' emotional engagement in their performances.

Moral: Reflecting on responsibilities encourages students to think about the impact of their actions in dance.

Social: Collaborative discussions on roles enhance communication and cooperation among peers.

Cultural: Learning about roles in different cultural contexts enriches students' understanding of global dance practices.

#### Year 9

Spiritual: Engaging with roles and responsibilities fosters personal growth and self-awareness in students' artistic journeys.

Moral: Evaluating the implications of roles promotes responsible storytelling and ethical considerations in dance.

Social: Group work on roles strengthens interpersonal skills and builds a supportive classroom environment.

Cultural: Exploring diverse roles across cultures encourages students to appreciate the richness of dance traditions.

#### KS4

##### All Years

Spiritual: Mastery of roles and responsibilities enhances students' contributions to their artistic expression and collaborative processes.

Moral: Critical reflection on roles fosters ethical responsibility in the portrayal of characters and narratives.

Social: Engaging collaboratively in role assignments builds teamwork and effective communication skills.

Cultural: Understanding the cultural significance of different roles in dance promotes a broader appreciation for diverse performance practices.

#### Critical Analysis (Own and Others' Work)

##### KS3



#### Year 7

Spiritual: Analyzing dance performances encourages self-reflection and personal growth through critical engagement.

Moral: Understanding the implications of performance choices fosters ethical reflection on artistic responsibility.

Social: Engaging in group critiques enhances communication skills and the ability to provide constructive feedback.

Cultural: Exposure to various dance works promotes an appreciation for cultural diversity and artistic expression.

#### Year 8

Spiritual: Reflecting on their own work and that of others deepens students' understanding of their artistic identity.

Moral: Analyzing ethical considerations in performances promotes responsible artistic choices.

Social: Collaborative critiques foster a supportive environment, enhancing teamwork and social interactions.

Cultural: Studying a variety of dance works enriches students' understanding of cultural contexts in dance.

#### Year 9

Spiritual: Engaging in critical analysis helps students articulate their emotional responses and artistic intentions.

Moral: Evaluating the ethical implications of performances fosters a sense of responsibility in artistic expression.

Social: Group discussions enhance collaboration and respectful communication among peers.

Cultural: Exploring diverse perspectives in dance promotes appreciation for the cultural significance of various works.

#### KS4

##### All Years

Spiritual: Mastery of critical analysis enhances students' ability to reflect on their artistic journeys and personal growth.

Moral: Analyzing the ethical dimensions of performances promotes responsibility in narrative representation.

Social: Collaborative critique sessions build teamwork and enhance interpersonal skills.

Cultural: Studying the cultural contexts of various works enriches students' understanding of global dance traditions.

#### Critical Analysis (Professional Works)

##### KS3

#### Year 7

Spiritual: Engaging with professional works encourages students to reflect on their aspirations and artistic goals.

Moral: Discussions about the ethical implications of professional performances promote critical thinking.

Social: Analyzing professional works in groups enhances communication and collaborative skills.

Cultural: Exposure to professional dance pieces fosters appreciation for diverse styles and cultural narratives.

#### Year 8

Spiritual: Reflecting on professional works allows students to explore their personal artistic values and beliefs.

Moral: Analyzing the ethical dimensions of professional performances promotes responsible artistic practice.

Social: Collaborative analysis fosters teamwork and peer learning, enriching social interactions.

Cultural: Studying professional works from various cultures enhances students' appreciation for global dance practices.

#### Year 9

Spiritual: Engaging with professional works inspires students to envision their own artistic potential and expression.

Moral: Evaluating the moral implications of professional performances encourages students to think critically about artistic choices.

Social: Group discussions on professional pieces enhance collaboration and constructive feedback skills.



Cultural: Understanding the cultural contexts of professional works enriches students' perspectives on dance as an art form.

KS4

All Years

Spiritual: Mastery of critical analysis of professional works fosters deeper self-reflection and artistic growth.

Moral: Analyzing ethical considerations in professional performances promotes responsible artistic representation.

Social: Collaborative critique sessions strengthen teamwork and enhance communication skills.

Cultural: Exploring the cultural significance of professional dance pieces broadens students' understanding of the art form.

This SMSC document illustrates how each area of the Dance curriculum nurtures spiritual, moral, social, and cultural understanding throughout Years 7 to 11, supporting students' holistic development as artists and individuals.

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