

Spiritual, Moral, Social, Cultural Education

SMSC in the Curriculum

All curriculum areas have a contribution to a student's spiritual, moral, social and cultural development. Opportunities for this will be planned in each area of the curriculum and are integral in the learning experiences of our students.

More detailed mapping of SMSC provision would be available in schemes of work and lesson plans. An example of how each key theme is addressed in each faculty is demonstrated below:

Spiritual

In yr9, in Art, students look at identity and explore ideas around their own 'self' both their identity and their expression of that identity. In R.E students explore evidence of the existence of and nature of God, the 'soul' and the afterlife and meaning of life, and reflect on their own beliefs and that of others about these 'Big Questions'. In Psychology students are asked to reflect on the human brain and its workings and abilities. Students are taught aesthetic appreciation – to see the beauty in performance. Students explore space at KS3, 4 and 5, and reflect on the extent and nature of the universe and our relationship to it. Students study war poetry and are asked to reflect on their thoughts and values surrounding the issues raised by it. At KS3 in the introduction to computing and ICT students explore the links between how a computer works and how a human body works. Throughout KS3 and 4 students are asked to reflect on their performance, and personal target setting. They are taught critical appraisal of practical work from both professionals and themselves and their peers. The cultural and religious festivals of France, Spain and Germany are explored, including the impact of these on the individual, and students' own responses to them. In PSHE/citizenship students reflect on their own beliefs and 'world view' in relation to outside speakers who talk to our students on a wide range of topics within the 'Inspirational Speakers' programme

Moral

Students are encouraged to take responsibility for their actions and behaviour. They are expected to use technical and advanced equipment independently, and respect property and the classroom environment. In R.E. the ethics and morality of a wide range of issues such as war, medical advances, euthanasia and divorce are discussed and evaluated by students. Internet use and misuse and internet safety are explored at KS3 and 4. Students are expected to offer reasoned views in response to any mathematics question. In Business Studies students are asked to discuss the ethics of business models and practices and their impact on a range of communities and social groups. Students are taught self-discipline and this is applied in fitness units at key points in each year, where students are asked to set targets for improvement. In Science, students look at the ethics of animal testing and selective breeding. At KS4 through persuasive writing students explore and develop their own moral values, based on the issues raised in the text under study. For example, in 'To Kill a Mocking Bird' students explore issues of racism, discrimination, the rule of law and justice. In Drama the key text of 'Blood Brothers' involves analysing the script to study consequences of

behaviour and the role of a person's upbringing in decision making. At KS3 and 4 in French, German and Spanish, students are given many opportunities to discuss the rights and responsibilities of young people in their capacity as global citizens for example environmental concerns and impacts. Students investigate a wide range of social issues throughout the PHSE programme and are asked to explore the morality of these including current British legislation on them. Topics include drug and alcohol use and misuse, anti-social behaviour, homelessness and internet safety.

Social

The school has strong links with the NEP, Nantwich Museum and numerous Nantwich festivals giving students' opportunities to work in different social contexts. Most recently demonstrated with participation in the Nantwich Family Fun Day. Students have opportunities to work in different contexts, for example linking to industry with regular visits to local employers. In Health and Social Care, students are encouraged to engage in work experience placements and work in a variety of settings, such as local primary schools or elderly residential homes. In KS3 History, students learn lessons from history in how to resolve conflict, and explore how a sense of common identity in communities was developed. Students have a wide range of opportunities to meet and mix with students from a variety of different backgrounds through sporting events at other venues/schools. At KS3 and 4 environmental issues such as global warming, alternative energies are explored with investigations into their effects on other communities. Students are taught how to communicate in different platforms such as blogging. Through structured and regular teaching of analytical methods to infer and deduce meaning in a variety of fiction and non-fiction texts, students are given a conceptual and linguistic framework within which to understand and debate social issues. Extra – curricular trips, such as the exchange trips to France, Germany and Spain offer students opportunities to learn in a wider context than the classroom. Students will engage with a wide range of providers during their PSHE course and work in different settings, from working with local business men and women having a 'mock interview' to teaching the elderly IT skills.

Cultural

Student's work is regularly exhibited, presented and celebrated, for example the summer spectacular, fashion shows, and around the school building. In Geography, at KS3 students investigate Britain as a tourist destination including its major attractions and areas of outstanding beauty. Students study mathematical innovation in a cultural and historical context, e.g. Pythagoras' Theorem. In Sociology students are asked to explore diversity of British society and its impact on key institutions such as the family and education system. At GCSE students discuss how culture influences the sports we play. At KS4 Evolution and the 'Big Bang' theory are explored within the cultural contexts of other faiths and belief systems. In year 8 the 'world Tour' module looks at communication in different cultures and different countries. In year 8 students study poetry from other cultures. Throughout KS3 in Music, students have the opportunity to experience and appreciate all types of music. This includes folk, classical, Blues, to heavy metal and punk. Students investigate and understand the origins of British pop music today. At KS3 and 4, students use authentic sources such as magazines, paintings, websites to extend their knowledge, experience and understanding of other cultures. At KS3 students look at childhood across the world and during the 'paper bag game' come to a greater understanding of the issues and unfairness around child labour in other countries.

'Britishness' In the 'identity' unit in year 9, the faculty explores graffiti in the local context and sets it against the rule of law and the freedom of speech as key elements of British values. In History at KS3 and 4 the development of key British institutions such as parliament and the rule of law are investigated and returned to, at pivotal points in their history. Students study all subjects within the context of modern British society, culture and law. For example, in Business studies the UK policy on corporate law is examined. Students are taught and practice key British values and codes of conduct in sport, such as fair play, teamwork, mutual respect and sportsmanship. The role of, and current laws on drugs and alcohol are explored as well as the physical, social and economic impact of their consumption and usage in UK society today. The key role of British scientists, inventors and innovators in the digital world is highlighted and celebrated in KS3 and 4 schemes of work. The William Golding classic, 'Lord of Flies', studied in year 9, considers the notions of extremism and British values. Students reflect on human behaviour and the impact of peers and the group on an individual. The ideas of acceptance and tolerance are promoted through the teaching of this novel. Democracy, order, anarchy and chaos are all central themes explored in the novel. In GCSE Dance, English Morris dancing is explored with appreciation of the dance style demonstrated through practical and written work based on 'Still Life' at the Penguin Café (by David Bintley). British life and customs could be compared with those in France, Germany or Spain. Similarities and differences can be identified and discussed. Stereotypes can be looked at and the question "What makes us British and what makes the French French" debated. Students are taught about the British Parliamentary system, voting systems, rights and procedures.