

NEW MILLS SCHOOL

Business & Enterprise College

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) POLICY

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Draft	June 2015	New policy produced

Signed:
Chair of Governors

Date:

SMSC Policy

SMSC stands for spiritual, moral, social and cultural. As part of a broad and balanced curriculum schools have an obligation to promote the spiritual, moral, social and cultural development of pupils at the school and of society. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

We recognise that the development of pupils, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to, and have the ability to access the world they live in. We therefore aim to provide students with an education that helps them become self-assured, confident, happy and positive young people and that prepares them well for the opportunities, responsibilities and experiences of life in modern Britain

SMSC General Aims

Department of Education advice published in 2014 states that through the provision of SMSC, schools should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- 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;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and
- 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 in England.

Defining Spiritual, Moral, Social and Cultural Development

Spiritual development

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

The spiritual development of pupils is shown by their:

- 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
- 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.

Moral development

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, 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 being able to understand and appreciate the viewpoints of others on these issues.

Social development

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

The cultural development of pupils is shown by 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 within school and further afield as an essential element of their preparation for life in modern Britain
- 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, 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

SMSC DELIVERY AT NEW MILLS SCHOOL

All areas of the taught curriculum have an input in a child's spiritual, moral, social and cultural development and opportunities for this will be planned for in each area of the curriculum. However there are many additional ways that SMSC is taught, fostered and embedded at New Mills School including through the sharing and adherence to an agreed school ethos and set of values, effective relationships throughout the school, assemblies, and extra-curricular activities.

By the end of Key Stage 4 students at New Mills will have:

- Been given the opportunity to study cultural education subjects
- Continued their journey of cultural discovery by being encouraged to make adventurous choices about the cultural activities they enjoy e.g ski trip / German exchange / Year 9 camp
- Developed knowledge about a range of different aspects of culture, including an understanding of historical development and context of Art, Drama, Design, Literature and Music.
- Developed an understanding of the different forms of each cultural area (for example: literature includes poetry, play texts, short stories and novels; music genres include classical, pop, hip hop, rock, jazz, folk, musical theatre and world).
- Been on visits to a museum, heritage site, gallery and cinema at each key stage.
- Sung in the school choir
- Attended professional concerts and plays.
- Taken part in an artistic performance.
- Watched and learned about films from outside of the mainstream 'Hollywood blockbusters'
- Read a broad range of books both by living authors and by authors who may no longer be alive, but whose books are regarded as literary classics. Some of these books might be about subjects that are directly relevant to the readers' lives today, but young people should also be reading books that expand horizons and show them the possibilities in the world beyond their own direct experiences.
- Continued to use a library to access a wide range of books, as well as for other research materials.
- Regularly made use of digital technology to see, read and listen to great culture, no matter where it is situated in the world.
- Had their artistic and creative work celebrated in school and in their wider local community through publication, exhibitions, performance and screenings.
- Considered progression to further and higher education and employment.
- Been supported to take particular talents and interests forward.
- Had a chance to learn about careers in the Creative and Cultural Industries and been supported to find work experience in these areas, should they wish to pursue it.
- Had the chance to lead or shape activity in school by helping with a club, acting as a senior student or sports leader or helping in the school library.
- Been able to join a lunchtime or after school club in areas such as dance, drama, art, music or chess

SUBJECT CONTRIBUTIONS

SMSC Statement – Art

Spiritual Development in Art

Art is dependent on the students' ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. Art focuses on building confidence through developing skill sets in each project. All schemes of work are designed to show progression to enhance self-worth. All outcomes are encouraged to show individuality that is purposeful and meaningful. Students are encouraged to explore their own ideas and meanings in order to promote self-identity. Students are taught to experiment and trust in their own judgements throughout the courses by being given the freedom to use different media together to improve their creative responses and express personal opinion.

Moral Development in Art

Students are given the opportunity to give an opinion as to what looks good and what does not and then justify their views. All students are taught to understand and read work in order to relate to a concept or idea that conveys a meaning. Throughout the course students are encouraged to look at work that will often pose a moral question. The student's outcomes are supported with a rationale or a meaning that will convey a personal and individual message.

Social Development in Art

Students' work is celebrated throughout the school and displayed in many areas. Pupils work independently and collaboratively to develop extensive displays of work in the Art department, around the school and within the community. Student discuss a range of artists and art work that encourage and develop communication skills. Regular group and pair work in Art encourages students to support one another in a variety of projects in order to enhance team working skills such as large scale work and working with external practitioners. All year groups give regular peer feedback and assessment which encourages communication and confidence. Students are given feedback in a variety of forms in order to inform ideas and decisions about their work. The Art department encourages the celebration of students work with the wider social community including family and friends.

Cultural Development in Art

Throughout the units of work explored students will develop their knowledge and understanding of an artist's ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they may research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. Students explore many artistic cultures such as XXXXX, XXXX or XXXX art. Students are required to research a wide range of artists and link their findings to their own work. Art trips to XXXXXX and XXXXXXX are used to help influence and link to personal projects. Students are encouraged to experiment with a variety of traditional and non-traditional art materials and processes.

SMSC Statement – Computing and Business Studies

Social

- As part of the ICT curriculum students are taught to think and produce work that reflects the needs of diverse audiences within our community and the wider community
- As students develop their skills in a range of software they are challenged to work in groups to find solutions whilst developing respect for the ideas and opinions of others in their team. This is particularly prevalent in the design phase of the task.
- In Business Studies pupils work collaboratively on a range of projects, particularly when they are encouraged to work together as a small business and develop product ideas and marketing strategies
- In addition students are encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact a business

Moral

- Through real life case studies, students consider issues surrounding the misuse and access rights to personal data. The use of case studies in ICT encourages students to draw conclusions through evidence rather than their preconceptions whilst allowing the students the time to reflect on the origins of their own personal perceptions of a topic.
- Pupils consider the effects of social networking and the consequences of cyber bullying, they also consider the legal aspects of ICT including the Data Protection Act, Computer Misuse Act and Copyright legislation. They consider the implications of file sharing and downloading illegally and the penalties for engaging in this type of activity. Pupils also consider the moral aspects of developments in technology including the use of CCTV cameras, Speed Cameras and Loyalty Cards.
- In Business Studies pupils look at employment legislation and consider ethical aspects of business and why some companies adopt ethical practices while others do not.

Spiritual

- Students are continually reflecting on their own lives and the lives of others as they look at various case studies. Students debate and formulate their own set of values and beliefs through case studies and as they share their own experiences.
- In Business Studies students are encouraged to explore sexism, racism and discrimination through the discussion of laws and the implications on businesses. Students are encouraged to express their own opinions and explore different examples. Students also explore their own feelings and outlooks and reflect upon topics such as ethics. They consider how beliefs may affect locations of business and how specialised businesses may develop linked to particular belief systems.

Cultural

- Pupils are encouraged to explore other cultures and present their finding in the form of a website that promotes a tourist destination, the work is peer and self assessed which allows students to share their ideas and findings. They

also explore how developments in technology have changed our culture, particularly the rise in social networking sites and the ability to communicate instantly across National and International borders.

- In Business Studies students look at the impact of the EU and how this impacts business trade. Students are encouraged to explore the wealth of different countries and how developed they are. They also look at how businesses can develop around the needs of a specific culture through the study of business sectors.

SMSC statement – Design and Technology

Spiritual development

Through the projects we offer and the curriculum we deliver at both key stages, the pupils are taught how to investigate products, aesthetic and functional, past and present and examine how they affect the quality of our daily lives. They are encouraged to develop their thinking skills and explore the wider world around them, to reflect upon what they see and develop an open mind and use this inspiration and creativity when approaching their design work.

Moral development

Pupils are faced with moral decisions through design, selecting materials and ways of manufacturing, covering key areas of needs of others, sustainability and environmental impact. Within the classroom and the wider community the pupils are expected to show respect to others and take responsibility for their own actions and of those around them, taking into consideration the consequences.

Social development

Pupils are often asked to design and make products to meet the needs of other and value the feedback they receive; they must show mutual respect when working individually and collaboratively. Peer evaluation of designed and made items plays a big part in Design & Technology work. Pupils learn to articulate their thoughts and feelings about their own and others' work; they need to give and take criticism without offence.

Cultural development

Pupils are taught that all their design work should be sensitive to needs and beliefs of different backgrounds, ensuring all imagery, text and products won't cause offence. To think about how their ideas and products can impact on the world around them. Pupils are encouraged use the work of artists and designers from a wide range of cultures and historical contexts to influence and support the development of their work.

SMSC Statement – Drama

Spiritual development

Students are encouraged to explore their own feelings and to find meaning to a wide variety of subject matter and stimulus materials. At Key Stage 3 students cover issues such as bullying and cyber-bullying, eating disorders, teenage crime and focus on seeing the issues from a range of perspectives to develop their compassion and empathy for others. At Key Stage 4 students interrogate and create from stimulus materials such as Wilfred Owen, *The Curious Incident of the Dog in the Night*, (dealing with autism) and a further investigation into teenage crime. Issues covered in the work from these stimulus force students to interrogate their own beliefs and understand other perspectives. For example; students with strong anti-war beliefs could be asked as part of a hot-seating activity to represent a politician campaigning for war. Students complete evaluative reflection logs of their work which demonstrates their willingness to reflect. Student feedback and lesson observations show students enjoyment of the use of imagination and creativity in their learning.

Moral development

As part of the curriculum students at both key stages are regularly given the opportunity and the motivation to investigate and offer reasons about moral and ethical issues. At Key Stage 3 students study Dennis Kelly's *DNA* dealing with peer pressure and a violent crime as well as eating disorders and mental health. They undergo an extensive character development unit of work looking at possible motivations for peer pressure and not doing the right thing before completing a series of activities designed to educate on how to act the right way in situations. This is further developed at Key Stage 4 where students' individual investigative study of characters from given circumstances and scripts require them to extend their understanding of the circumstances, rights and choices of others.

Social development

Students are encouraged to develop empathy through themed collaborative work which requires them to look at a variety of different lifestyles and circumstances from a range of viewpoints. Students are given opportunity to reflect on the perspective of others both through the work that they encounter and in the strong teamwork ethos of the department. Student groups are alternated regularly to ensure all students work with all other students within the classes regardless of race, religion, background, gender or sexuality.

Across both key stages students work collaboratively building their teamwork and cooperative skills and ability to problem solve with others. Students work in a variety of groupings and all students are respectful of others' opinions as part of their success criteria. There is a strong mutual respect between students across the department based on a shared desire for success within drama and beyond.

Cultural development

Across both key stages students interact with a number of poetic and artistic texts to act as stimulus for their work e.g. War poetry, work from Carol Ann Duffy. Literary heritage is shared through the study of Shakespeare at Key Stage 3. Artistic heritage is shared through numerous theatre trips offered across the year.

Strong participation in school musical productions from pupils across all year groups. Committed attendance by students to a weekly drama club. A large number of Key Stage 4 students enter and are tutored for LAMDA examinations requiring extra-curricular rehearsals. Last year a cohort was entered for an AS level which was studied as a twilight option.

SMSC Statement – English

Participation, creativity, reflection and independence are encouraged in all English lessons. The active learning approaches which underpin our teaching all contribute to our addressing of these areas.

Discussion work, in pairs and larger groups, alongside our study of a whole range of literature, including novels, plays and poetry, help and encourage the pupils' development in SMSC areas. Many of the texts that we study, at both KS3 and KS4, deal with issues of right and wrong, the consequences of actions taken, plus a number of moral, religious, cultural and ethical issues. Controversial topics are debated and discussed as part of our curriculum and the pupils are encouraged to listen and respond to differing viewpoints from their own. In addition, we do give the pupils, across the whole ability range, opportunities to develop self reliance and leadership skills.

We have detailed and supportive methods of assessment and feedback, alongside actively encouraging self and peer assessment which puts some responsibility for progress into the hands of the pupils themselves.

Enjoyment, imagination and creativity are paramount in the approaches of the English Department as evidenced in our SOW and our continuing journey towards true pupil independence in learning and the outcomes of that learning. We have actively engaged with new technology, offering the opportunity for web site development, blogging and use of iPads for the pupils to make decisions themselves about how to present their learning.

A range of skills enabling the pupils to work and socialise with others from different backgrounds and beliefs are encouraged and developed in many areas of our English Curriculum. Group work and communication skills are explicitly taught from Year 7 onwards. Pupils are engaged in the preparation and production of individual and group presentations on a whole range of topics, some involving role play.

Pupils are also enabled to widen their cultural experiences through theatre visits, author visits and links with local libraries and book shops. In addition, many of the texts that we study open the door to different cultures and beliefs. We also use DVD versions of texts to support the learning of our pupils, alongside audio performances of plays, novels and poems

SMSC Statement – Food

The Food department contribute to pupils' SMSC development by:

Spiritual development of pupils is shown by:

Food (KS3/4)

- Providing students with the opportunity to participate in making and evaluating food from other countries learning about others from the world around them.
- Acknowledging and exploring government guidelines for healthy eating and dietary requirements to make healthy life choices.
- By offering feedback and assessment that values pupils' effort and achievements.
- Mutual respect is developed through the process of peer evaluation of each other's work and standards. A pupil's ability to self-reflect is developed through self-assessment.
- Both classroom and practical based lessons in Food offer pupils the opportunity to reflect on their experiences, use their imagination and creativity when cooking.

HSC (KS4)

- Pupils consider their own beliefs, experiences and life choices to inform their understanding of those made by others.
- Unit 1 Human Lifespan Development teaches pupils about the growth and development of themselves and others across all life stages.
- Pupils learn about future career opportunities within the health and caring professions.
- Pupils complete a reflective logbook as coursework following their work experience placement.
- Pupils investigate ways of empowering individuals who use health and social care services.

The moral development of pupils is shown by:

Food (KS3/4)

- By developing individual skills, confidence, independence and creativity through practical cooking lessons. Pupils learn and make decisions about food safety and hygiene.
- Promoting participation and teamwork in practical cooking lessons – encouraging pupils to work co-operatively.
- Reflecting on the ethical issues around food such as price, income, fair trade, food miles and sustainability. Opportunities are provided to appreciate the views of others.
- Reflecting on the moral issues concerning food production in other countries of the world.
- Lessons and extra-curricular activities are offered so that pupils have enjoyment and a fascination to learn about the food they eat

HSC (KS4)

- Pupils learn about cultural differences and the specific needs of individuals.

- Care planning being person-centred to accommodate difference and preference of individuals.
- Pupils gain knowledge about life events and how these affect human growth and development and the positive and negative aspects of these events.

The social development of pupils is shown by:

Food (KS3/4)

- Developing partnerships with outside agencies and individuals to extend pupils' cultural and social awareness i.e. colleges/parents/chefs.
- Positive and effective links are made with the world of work and wider community through Let's Get Cooking Club – with visiting speakers and opportunities to cook alongside invited community groups.

HSC (KS4)

- Completion of a work experience placement within the local community providing opportunity to work with those from different backgrounds.
- Pupils have the opportunity as part of coursework to show understanding and demonstrate care values i.e. dignity and respect of others.
- Pupils learn about the physical, social, cultural, emotional, and economic factors that affect human development in society. Physical environmental and psychological factors.
- Pupils consider the willingness to work in partnership, including professionals, other workers and families in a health and social care setting.

The cultural development of pupils is shown by:

Food (KS3&4)

- Giving pupils the opportunity to explore cultural differences in food and diet – to explore their own cultural assumptions and values.
- Pupils are encouraged to recognise and respect cultural and social differences of other pupils within food lessons.
- Pupils learn to cook a variety of recipes including traditional British foods and world foods.
- Pupils learn about Government guidance given on Healthy Eating and the concern for the health of the British population.

HSC (KS4)

- Pupils learn about cultural difference and the specific needs of individuals.
- Care planning being person-centred to accommodate difference and preference of individuals.
- Pupils gain knowledge about life events and how these affect human growth and development and the positive and negative aspects of these events.

SMSC Statement – Geography

Spiritual development

- In the study of other countries students gain an awareness of how other religions can affect the social structure and even things like building design within a country.
- Japan Yr 7 – pupils made aware of different religions e.g. Buddhism, Shintoism. Allows discussion about different beliefs.
- Kenya – Year 8 Muslim dress and how tourists can offend when visiting Mombasa. Need to be considerate when dressing in public places in foreign countries.
- GCSE – Population and Migration – the effects of different religious beliefs on birth rates, family planning, world population growth etc.

Moral development

- Pupils have to think about how they treat the environment e.g. encouraging recycling, public transport etc.
- In year 9 we study a topic on National Parks and this allows students to develop an awareness on how ‘they’ as different users, may possibly cause conflict in National Parks.
- In Year 8 we study weather and climate and think about the effects we may be having on Global Warming.
- Most of the GCSE topics cover the effects of disasters on the populations of countries and what we should morally be doing to help them e.g. If we reduce our carbon emissions this helps to save the livelihoods of people in the Maldives and prevent their island from flooding.
- In Year 8 we study shanty towns in Kenya. Should people be allowed to live like this?
- In Year 9 we study ‘Energy’ and pupils get to give their views on whether it is morally right to use nuclear power, or frack for gas.

Social development

- Social, political effects of environment hazards on populations around the world.
- At GCSE (especially) students study a variety of topics including worldwide destinations and the effects of world travel within the tourism topic e.g. the increase in carbon emissions caused by an increase in flight use.
- Students explore concepts such as monsoons/typhoons/volcanoes/earthquakes/tropical storms and the effects that these can have on people within less economically developed countries.
- We study political/social/environmental/economic effects of these disasters on the populations that they affect.

Cultural development

- At GCSE we study Ethnic segregation within cities and the solutions for integration. In Year 8 we study the Maasai tribes and how they live. In Year 9 we also discuss Kibera in Nairobi or Indian squatter settlements and how people live in the slums.
- Pupils may have the chance to build shanty models in groups and reflect on how these people live.
- GCSE Tourism – effects of global tourism on cultures e.g. rainforest tribes/Nepalese
- Japan cultural development – stereotypes & mix of modern/traditional, how the Japanese live differently to us.

- In Year 9 pupils investigate the 'Changing Culture of Manchester' from Lowry times until present. Part of this involves groups investigating how housing, shopping, ethnicity, gay culture etc have changed over the last 100 years. We don't discuss homosexual relationships here but the fact that being gay is acceptable in a modern world.

SMSC Statement – Languages

Spiritual development

Pupils are taught to accept and embrace other languages and cultures through the teaching of MFL. In relation to this, pupils are educated on the religious beliefs of the people in countries of the language they are learning, particularly French (worldwide) and Russia (covering Central Asian countries and the far East). A whole range of GCSE topics, and KS3 material covers topics from Travel to Education and Social Activities. Pupils are encouraged to be empathetic to the cultures and beliefs of others and stereotypes challenged where necessary. This is no more evident than through the MFL trips which encourage pupils to experience the life of different cultures.

Moral development

SEAL objectives in lessons highlight the need for pupils to develop their emotional wellbeing, by showing empathy to others and knowing right from wrong. Stereotypes and intolerance are challenged through the teaching of language and culture. The MFL SoW covers many moral issues in a global society context, covering famous people (within a high moral context) to issues relating to the environment, equality of education within a global context, work opportunities, social mobility, travel as a means of exploring the world and the consequences of this, and media / new technology, including Facebook, texting and the Internet as a means of communication (and discussing the moral outcomes of this).

Social development

Pupils are encouraged to work independently in lessons and proactively use the target language in classwork, whether through pair work, co-operative learning techniques or group work. Pupils are often differentiated in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact. Pupils are encouraged to experiment with language and learn from mistakes without seeing them as a barrier to learning and embrace others that try but fail. They are encouraged to use each other as a learning tool and develop social strategies for dealing with confrontational situations (SEAL objectives).

Cultural development

This is the 'bread and butter' of MFL teaching and learning. At all stages of MFL teaching and learning, cultural development is at the forefront of our success criteria. Exploration of language and culture is key to language learning, whether through lessons or international school trips. This is promoted through cross curricular activities / trips, covering historical, religious, geographical, social and ethical issues. Pupils are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant. Pupils are encouraged to discuss and challenge stereotypes within a national and international

context. Media and new technology are encouraged to explore pupils' interest in language and culture in all aspects of their learning.

SMSC Statement – Mathematics

Spiritual development within Mathematics

- Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. In Maths lessons pupils are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them. The skills of analysing data are taught from Year 9 to Year 11 to enable students to make sense of vast amounts of data available in the modern world around them. Sequences, patterns, measures and ultimately the entire study of Mathematics was created to make more sense of the world around us and we enable each of our students to use Maths as a tool to explore it more fully.
- Almost all members of the department are subject specialists and we all share a passion for maths. Our awareness of the beauty of maths in the world around us, its precision and accuracy, is shared with our pupils. Creativity and imagination are developed through all areas of maths in designing and making their own resources such as videos, teaching tools, revision aids, posters, slide shows, challenging questions etc. In addition, combining mathematics and art, pupils can demonstrate their creative talents when designing tessellating patterns and shapes whilst understanding the mathematical rules as to why they work.
- As a department we aim to enthuse and excite pupils through our delivery of lessons and by incorporating investigative tasks that allow pupils the opportunity to discover maths for themselves. Highlighting the various links between different mathematical topics allows pupils to have an awareness of the bigger picture of how integrated all aspects of maths are, but also they can see how maths relates to other curriculum areas. This in turn raises the importance of this subject in its need to be understood.

Moral development within Mathematics

- The moral development of pupils is an important thread running through the mathematics syllabus. In Years 7/8/9 students spend time on various projects when they try to use Maths in real life contexts, applying and exploring the skills required in solving various problems. Projects focus on applying their data analysis skills in a real-life context.
- All pupils are made aware of the fact that the choices that they make lead to various consequences. They must then make a choice that relates to the result they are looking for. The logical aspect of this relates strongly to the right/wrong responses in maths.
- The department follow the school policy for behaviour in lessons.

Social development within Mathematics

- Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key part of Maths lessons.

- Maths classes have a strong sense of teamwork in both the seating organisation in classrooms and in well developed use of Power Teaching (which promotes teamwork), with many classes. Teams are organised to fit particular criterion and are reviewed regularly to give pupils the opportunity to gain knowledge, understanding and experiences with a variety of peers within their classes. The teams are encouraged to become less dependent on the teachers and to rely initially on each others' support. By supporting each other, pupils realise their own strengths and feel a sense of achievement which often boosts confidence. Over time they become much more independent but very supportive of each other.

Cultural development within Mathematics

- Mathematics is a universal language with a myriad of cultural inputs throughout the ages. At Parklands we encourage the teaching of various approaches to Mathematics including multiplication methods from around the world such as the Egyptian, Russian and Chinese lattice method. We also explore the Mathematics applied in different cultures such as Rangoli patterns, symmetry project; Fibonacci sequences, tessellations and Islamic geometric patterns. The ability to use exchange rates for foreign travel is also an important life skill students will learn.
- Introductions to topics within maths often leads to discussions about their origins, such as Pythagoras' Theorem from Greece, algebra from the middle East and debates as to where Trigonometry was first used. We try to develop an awareness of both the history of maths alongside the realisation that many topics that we still learn today have travelled across the world and are used internationally.

SMSC Statement – Music

The Music department contribute to pupils' SMSC development by:

Spiritual development

Students regularly listen to a variety of recorded music and are encouraged to reflect on their own personal tastes and the tastes of others. Students will present their own interests in music and will learn about the musical interests of other students. Students learn about music and musical culture of Africa, Asia, South America and the Caribbean.

Moral development

Students evaluate their own performance and the performance of other students and are encouraged to give positive criticism to aid the progress of other students. The importance of peer evaluation and respect is emphasized. Students are taught to respect and understand the musical ability and progress of their peers.

Social development

Students consistently work in group situations or paired work to rehearse, compose and perform. Student leaders are encouraged to develop and lead group work especially in performance. Students have ownership of their own performances and compositions which is respected by their peers. Students develop an understanding of the role of

musicians within a band or ensemble through group work in lessons and extra-curricular activities. Students also participate in extra curricular activities which support charitable organisations and the lives of others less fortunate.

Cultural development

Students develop an awareness of various cultures from listening to and performing music from Africa, Asia , South America and the Caribbean. Visiting musicians to the school give insights into musical cultures through performances and workshops. Students study, compose and perform using particular scales, chords, rhythms and using particular instruments.

SMSC Statement – Physical Education

Spiritual Development

- Students are encouraged to develop a sense of enjoyment and fascination in learning about themselves and others when participating in a range of physical activities. Pupils learn a lot about themselves when exposed to challenging and competitive situations. These situations occur in lessons and in both intra-school and inter school competitions.
- By undertaking a variety of roles including performer, coach and official, students develop their compassion and empathy for others. At KS4 this is developed further through providing opportunities for students to coach and officiate activities for younger students.
- Students are provided with ample opportunity during their lessons to be imaginative and creative and also reflect upon their experiences.

Moral Development

• At KS3 and KS4 pupils participate in a range of physical activities. Part of this participation involves learning the laws and rules of the varying activities. Based on this knowledge pupils develop decision making skills to enable them to participate effectively. Pupils learn to deal with the consequences of making decisions which both comply with or break the rules. Pupils also undertake the role of an official, in which they have to enforce the rules of an activity.

• When participating in curricular and extra-curricular activities, pupils are expected to participate, adhering to traditional values of fair play and sportsmanship. Students develop their skills in responsibility, self-control and the management of others.

Social Development

• Across both key stages pupils work collaboratively building their team work skills and ability to problem solve with others. Students work in a variety of groupings and are respectful of others' opinions as part of their criteria for success.

• Activities include both single sex and mixed gender sports in order to develop a respect for others.

Cultural Development

- Pupils are provided with a vast array of opportunities to participate in activities and respond with a willingness to get involved.
- The programme of study involves pupils in a range of activities from a wide range of cultural and historical contexts.
- Sport is embraced as a global interest and pupils develop knowledge and understanding of the global relevance of sporting events; for example the Olympics.
- At KS4 students study factors and influences which effect a person's participation in sport and gain an understanding on how they can help to increase the participation rates within activities.

SMSC Statement – Religious Studies

The RE department contribute to pupils' SMSC development by:

Spiritual development of pupils is shown by:

Key Stage 3

- Pupils will explore the 6 major world religions (Christianity, Islam, Judaism, Sikhism, Buddhism and Hinduism) This will help them to see how different people live and encourage religious tolerance through understanding. This will also enable them to reflect on their own beliefs by seeing how other people practise.
- The first two lessons in year 7 focus on belief and what students believe; they are also encouraged to justify their beliefs.
- Pupils look at the 6 major world religions. They will explore festivals from around the world (including Chinese New Year, Holi and Halloween). They will look at Global charities and how people in the world can be affected by poverty. Pupils will also be exploring Racism in America and Martin Luther King.
- Pupils in both Key Stages are given tasks that encourage them to be creative; for example they will be designing their own charities.
- Pupils are encouraged to reflect on their experiences by sharing with the class relevant examples or ideas from their lives.

Key Stage 4

- Pupils explore two different religions for their GCSE (Christianity and Islam). They look at different religious views (within religions also) on moral issues and philosophical issues. Through discussion and learning the points of view of others, which they may not have considered, it helps them to develop respect. It is clear in RE that they need to respect each other's beliefs and to agree to disagree on certain issues
- Pupils are encouraged to give their opinion on a host of topics. They will learn about themselves by deciding their opinions on issues they may never have thought about before. Pupils will also explore laws and ideas from around the world with regards to ethical issues.

The moral development of pupils is shown by:

Key Stage 3

- Pupils study some of the moral issues that they will look at in more detail in KS4. These are: Crime, helping charities, prejudice and discrimination, wealth and poverty and life after death. In homework challenges they will also look at evil and medical ethics.

Key Stage 4

- Pupils complete a module on crime, exploring different kinds of crimes and the laws that could be broken. They will also be looking at types and theories of punishment.
- Pupils look at the legal status of many of the moral issues that they are discussing. They also complete a module on 'Religion and the Law' and 'Community Cohesion'; these look at laws in the UK and punishments for breaking the law and the theories of punishment. This can help them to understand civil and criminal laws and help them to know what these are to allow them to respect these.
- Staff are expected to have clear boundaries in class which will help them to understand the consequences of their actions.
- Completing modules on crime and law will also help pupils to see there are consequences to certain behaviours.
- Pupils study a large range of moral issues including abortion, euthanasia, life after death, marriage, divorce, use of contraception, homosexuality, racism, sexism, religious pluralism, equality, stewardship, pollution, organ donation, fertility treatments, war, crime, bullying and the moral authorities religious and non-religious people use when coming to decisions about moral issues.
- As a part of the exam, pupils must not only give their justified opinion but to also give the alternative opinion (also with justification) – this shows they have looked at other people's views and understand them.

The social development of pupils is shown by:

Key Stage 3

- Pupils within Parklands High School are encouraged to mix with pupils from different groups regularly. In RE, groups are not static within the class and the pupils will change who they work with.
- Co-operation is promoted in the nature of what we discuss in RE and encouraging pupils to understand others' views.
- Conflict resolution is taught at GCSE
- Pupils are encouraged to give their opinion on a host of topics. They will learn about themselves by deciding their opinions on issues they may never have thought about before. Pupils will also explore laws and ideas from around the world with regards to ethical issues.

Key Stage 4

- Pupils explore two different religions for their GCSE (Christianity and Islam). They look at different religious views (within religions also) on moral issues and philosophical issues. Through discussion and learning the points of view of others, which they may not have considered, it helps them to develop respect. It is clear in RE that they need to respect each other's beliefs and to agree to disagree on certain issues

- Pupils will complete a module on Community Cohesion which includes Britishness and what it means to be part of society. They also study democracy and law in other modules. Pupils will be studying two religions which will encourage tolerance of different faiths.

The cultural development of pupils is shown by:

Key Stage 3

- Pupils look at how laws were created in this country and how because we are a Christian country, many are based on the 10 Commandments (and whether this is relevant today).
- Pupils look at how views have changed over time and what might influence their views.
- Pupils will visit different places of worship with the RE department and experience how religious people may have a different cultural experience of Britain. This will help them to develop an appreciation of, and encourage British values.
- Pupils explore different faiths and cultures through religious practices, festivals and beliefs. They are encouraged to respect the views of others and promote tolerance.

Key Stage 4

- Pupils study a module on moral authority; this includes democracy and the British parliamentary system. Pupils also study sexism, racism and religious pluralism and how this has changed over time in the UK.
- Pupils are given the opportunity to go on trips and to be creative in many of their RE lessons.

SMSC Statement – Science

The Science department contribute to pupils' SMSC development by:

Spiritual development is enhanced through the consideration of issues such as the structure of the solar system and the formulation of the Universe.

- awe of the scale of living things from the smallest microorganism to the largest tree.
- the complexity of living things.
- the wonder of the extent of geological time.
- the beauty of natural objects or phenomenon – crystals, rainbows, the Earth from Space.

Moral development is enhanced through the consideration of issues such as the effects of human activity on the planet e.g. extinction of species, global warming, pollution.

- genetic modification.
- IVF
- human cloning.
- recognition that discoveries in Science can have both harmful and beneficial effects (eg. splitting of the atom).

Social development is enhanced by students being encouraged to show respect for other people's ideas.

- developing social skills through group and practical work.
- considering the safety of others during practical work.
- the effects of Science on their lives e.g. enhancement of plant growth, use of artificial satellites, development of polymers, medicines.
- how the rights of others may be affected by pollution, building wind farms, etc.
- health issues linked to smoking, poor diet, lacking exercise.

Cultural development is enhanced by consideration of the work done by various Scientists e.g. Pasteur, Darwin, Wegener etc.

- drawing attention to how cultural differences can influence the extent to which scientific ideas are accepted, used and valued.
- considering the historical context that influenced the way new theories are considered e.g. motion of the Earth, evolution, plate tectonics, Big Bang theory.