

<u>Key information about the subject and schemes of work</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>Spiritual, Moral, Social and Cultural education is a natural focus of MFL.</p> <p>People, their relationships and their interactions with others are an intrinsic part of what is taught, and the cultural aspects of learning a language are a regular feature of lessons.</p> <p>Within MFL, the students are all given an opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this.</p> <p>All MFL lessons also encourage students to discover, discuss and debate unfamiliar lifestyles, global events, problems and changes.</p> <p>Finally, SMSC is not confined to the MFL classroom – we hope that the study of languages will positively affect our students’ lives and their understanding of the world around them.</p>	<p><u>SP4</u> - Within all MFL lessons, students are encouraged to develop a variety of skills that require technique and thought.</p> <p><u>SP6</u> -By challenging the students to learn, speak and create their own conversational pieces, students are encouraged to develop their spoken skills as much as they can.</p> <p><u>SP5</u> -Students are frequently tested by completing reading, writing and role play work which enables students to experience learning their languages in a detailed and fun way.</p> <p><u>SP3</u> -When students complete tasks that require them to speak their developed language skills with their peers, students are encouraged</p>	<p><u>M5</u> - One of the major aims of the MFL department is to encourage a positive opinion of all students towards learning languages and why morally it is important to do so.</p> <p><u>M1</u> - By dispelling xenophobic views of stereotypical ideas of people from other countries studied within MFL lessons.</p> <p><u>M4</u> - Students are encouraged to learn and discover why morally it can be exciting, important and interesting to learn a language.</p> <p><u>M3</u> - All students are encouraged to offer their own opinions in relation to the topics that are studied in MFL lessons and speak about why they may or may not agree with a different cultural practice.</p>	<p><u>So5</u> - By focusing on the importance of learning and speaking a language for their own adult lives in society. Students are encouraged from year 9 onwards to choose a MFL subject as part of their GCSE options.</p> <p><u>So1</u> -Students are given the opportunity to listen to a visiting speaker who shares their opinions of why learning languages is important for all people in society.</p> <p><u>So5</u> - By developing a positive attitude towards languages and people from other countries that they learn about, students can develop their understanding and tolerance skills.</p> <p><u>So4</u> - By studying in detail the societal differences between French, Spanish and British customs and</p>	<p><u>C5</u> - Students are encouraged to learn about key cultural differences within their MFL lessons.</p> <p><u>C3</u> - By looking at themes such as French and Spanish music and what makes these different styles a success within each of these countries. Students can study a variety of foreign songs and musical pieces and culturally learn what they are all about.</p> <p><u>C4</u> - Students learn about key festivals that feature within France and Spain and focus on the 14th July and why it is important to remember the start of the French Revolution in 1789.</p> <p><u>C1</u> - Students are given opportunities to travel to France and Spain as extra-curricular visits throughout their time and this enables the students to culturally</p>

	<p>and praised in an enthusiastic way.</p> <p>SP5 - By encouraging students to complete role play tasks with props, costumes and accurate pronunciation, everyone taking part feels a sense of satisfaction and pride based on the concluding results.</p> <p>SP5 - Students are able to speak to parents and each other about their achievements and show their progress and confidence in using their developed skills of listening, speaking, reading and writing in their learned languages.</p> <p>SP3 - Within year 9 MFL lessons, students are encouraged to study more advanced and thought-provoking topics such as Medicines sans Frontieres, World Famine and Human Rights activists.</p>	<p>M4 - By looking at ideas such as bullfighting and the use of technology such as the Internet and mobile phones. M5 - These ideas are discussed in each language studied and so students can develop their skills of speaking, listening, reading and writing about each idea from their own moral context also.</p> <p>M2 - Within the year 9 schemes of work, students are encouraged to learn about the UN convention on child exploitation and focus on their own beliefs and why they agree or disagree with this topic related to children and their lack of rights.</p> <p>M1 - Within year 10, students focus on the world of work and look at problems within the workplace that can occur.</p> <p>M4 - By focusing on important issues that may occur such as racism or sexism, students can think</p>	<p>practices, students can look at what is similar and also different.</p> <p>So1 - Students learn about Christmas, Easter and the French Revolution and why these are all important for French society.</p> <p>So4 - By looking at how society differs to what they know, such as school life and the hours and holidays that are taken by school children in France and Spain. Student can learn about the differences and why they occur in each of these countries.</p> <p>So5 - Students can learn about similarities within British society such as regional dialects and various regional specialities and how these can also enrich French and Spanish society and how these vast countries are mixed and different in comparison to Britain.</p>	<p>experience life in a foreign country that they are studying.</p> <p>C3 / C5 -In year 8, students are given the opportunity to experience a French Breakfast and culturally embrace the differences between what is eaten within their own household and traditionally what is eaten by French people in the morning.</p>
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These topics demand students to develop their language skills, form opinions and express their viewpoints on these key organisations and people and why they are important in France and the rest of the world.

of their own moral beliefs or opinions related to these topics also.

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