

Whole School SMSC

Art & Design

<u>Key information about the subject and schemes of work</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>The subject of Art lends itself to a wide range of Spiritual, Moral, Cultural and Social studies. Students will analyse, engage with and question their own and others work, identify how beliefs, values and meanings are expressed and shared. Students are encouraged to express themselves through their art, which is supported by strong research into the wider world around them. This is reinforced by many educational visits.</p>	<p><u>SP1</u> - The Art and design course is dependent on the students’ ability to enquire and communicate their ideas, meanings and feelings. <u>SP4</u> - The Art department encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.</p> <p><u>SP1</u> - Every art project at Key Stage 3 has a focus or theme that is related to a different culture from around the world.</p> <p><u>SP6</u> - By looking at a variety of inspiration at the start of each project this can aid influence and creativity.</p> <p><u>SP5</u> - Students frequently get the experience from Art lessons of being able to ‘try ideas out’ and</p>	<p><u>M1 / M2</u> - Throughout the course students are encouraged to look at work that will often pose a moral question. <u>M3</u> - The student’s outcomes are supported with a rationale or a meaning that will often convey a message to think about their own moral beliefs.</p> <p><u>M2 / M5</u> - By focusing on inspirational controversial images that provoke discussion as to why that image is art? The students are then able to think about why abstract art is considered by many as good art work.</p> <p><u>M1 / M5</u> - Students look at graffiti and identify why established artists such as Banksy have made a career from tagging and producing graffiti on public buildings and in society.</p>	<p><u>So1 / So2</u> - Students work is celebrated throughout the school and displayed in many areas. Pupils work independently and collaboratively to develop public and community artworks that express relationships between the students and local community.</p> <p><u>So2</u> - Students are consistently told to consider health and safety guidance within all classrooms in the art department.</p> <p><u>So4 / So5</u> - Most Art lessons also help students to consider giving fair and constructive criticism that will help students to engage in giving feedback and guidance in real life scenarios that may be faced in adult situations.</p> <p><u>So2 / So5</u> - Many pieces of art work that have been</p>	<p><u>C4</u> - Throughout the units of work explored Students will develop their knowledge and understanding of artist’s ideas, concepts and then identifying how meanings are conveyed. <u>C5</u> - Students will be exposed to a wide variety of cultures, beliefs and religions.</p> <p><u>C3</u> - Many cultures are looked at within Art lessons and references are made to all artists that are studied and their own cultural context.</p> <p><u>C4</u> - By looking at the era and cultural background from which the artist has produced their work, students can look at whether they are traditional, contemporary or 20th century artists.</p> <p><u>C3 / C5</u> - Within each year group a different cultural influence is looked at: <u>Year 7 – Aboriginal art</u></p>

	<p>experience getting things wrong.</p> <p>SP4 / SP5- By completing all Art projects fully, students gain a massive sense of satisfaction and pride when work is completed and presented to an audience.</p> <p>SP4 - Students are encouraged to have an opinion and be self-critical about their own work. By developing the skill of annotating their own work and expressing their opinions about how work can be improved but also accepting criticism.</p> <p>SP1 / SP6 - By travelling outside the classroom, year 8 students can gain experience of visiting Crowe Wood and understand how this experience can help them to create their own work based on natural forms and landscapes.</p>	<p>M3 / M4 - By discussing and focusing on examples related to images that may be immoral, students can develop an understanding of why art may inspire but also offend. Recent cases have included looking Charlie Ebdon and Je Suis Charlie.</p> <p>M2 / M3 - Students are delivered lessons that may be censored to allow a variety of moral beliefs to be considered. Ensuring images and stimulus used creates discussion and inspiration but does not create upset or offence are frequently used in Art lessons.</p>	<p>created are displayed around school and these help to inspire discussion and lead to social development of all people that focus on the displayed work.</p> <p>So4 / So5 - Student are given problem solving tasks and always asked to consider for themselves how can their work be improved? By looking at the visual impact of their own work, students often must create something from the problems they have produced.</p> <p>So5 - By thinking of their work potentially being shown in a public or community setting, students need to peer assess and respect all work that is produced by their fellow classmates. Students are taught how to act in a way that is socially acceptable in an art gallery.</p> <p>So1 / So4 - Students are now encouraged to e mail the artists that they are studying and engage in a dialogue with them if they can.</p>	<p>Year 8 – African art Year 9 – Mexican art</p> <p>C5/C6 - Within the year 9 unit of work that focuses on the Mexican Day of the Dead, students consider other cultural ideas about the afterlife and how ideas may differ to traditional British ones.</p> <p>C3 / C5 - Students have produced art work during extra-curricular activities that has focused on Indian, Chinese and Brazilian culture.</p> <p>C1 / C6 - Various educational visits take place to enable students to discover what art is like when experienced in a gallery or at a sculpture park. By visiting the Walker Art Gallery in Liverpool and the Yorkshire Sculpture Park in Wakefield, students gain an experience outside the classroom of looking at contemporary modern artwork and also traditional paintings and what the cultural context of all of these is.</p>
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			<p><u>So3 / So4</u> - Within year 8 Art lessons, students look at their own lives and how historically society has changed. The students are encouraged to think about their own family backgrounds.</p> <p><u>So3 / So4</u> - Within year 9 Art lessons, students look at their own identity and where they feature in society. In year 7 Art lessons, students focus on places around the world and where they would like to travel and how these countries differ to where they live.</p>	
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Business Studies

<u>Key information about the subject and schemes of work</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>In Business Studies students are encouraged to develop their Spiritual, Moral, Social and Cultural education across all lessons. Students are required to use a variety of skills in order to investigate different businesses and be able to make appropriate judgements.</p> <p>Students are encouraged to spend time outside of the classroom in the form of school visits, which encourage the students to explore local and national businesses in order to help enhance their knowledge.</p> <p>Students are encouraged to develop their own opinions and how to justify these to their peers.</p>	<p>SP4 - Students are encouraged to explore different businesses and challenge the actions that all businesses take.</p> <p>SP6 - Within the examination style questions, students must think about what a business should be like and then justify if it is acceptable in relation to many ethical areas.</p> <p>SP5 - When developing their own understanding of businesses around the world, students develop their empathy and questioning skills by asking why?</p> <p>SP6 - Students develop their own understanding of human experiences by looking at exploitation and how workers can be victims based on who they work for. SP4 - By focusing on famous examples of businesses and ethical issues raised by them such as the Body Shop, Coca</p>	<p>M4 - By studying famous examples of how businesses are run and also by researching in to local businesses, students learn how to treat people in a morally good way. M1 - By being considerate to all staff within a business, students can focus on all roles and why people cannot be discriminated against because of who they are.</p> <p>M3 -The students also focus on child labour laws and why exploitation can be morally wrong but also needed for some businesses to survive.</p> <p>M4 - By looking at stake holders within businesses, students can look at why some staff may have conflicting views when looking at how morally it may be best to make a business a success.</p> <p>M5 - From looking at how a recruitment and selection</p>	<p>So1 - When the students begin the Key Stage 4 course, they look at researching into a local business and investigate what their role is within society and a business and also an employment opportunity.</p> <p>So5 - By studying a range of business related topics, students can develop a clear understanding of what impact a business can have on members of society. These include:</p> <ul style="list-style-type: none"> • Unemployment and consumer protection. • The rights of an employee. • Equal opportunities for all in a company. <p>So3 - The students can focus on these and look at how they can prepare if they become a business owner and why they must be tolerant of all people and apply all equal opportunities</p>	<p>C5 - Students develop their knowledge of equal opportunities and why people have a variety of rights because of who they are.</p> <p>C4 - By focusing on migration and how workers may have different ideas about work ethic, students can look at the cultural change in of workers because of Polish people moving to the UK after 2005 an the effect they had on businesses.</p> <p>C6 - From looking at changes of Government and other external factors that can impact on the economy and also businesses, students can look at changes of Tax and workers' rights.</p> <p>C3 - Students also develop an understanding of why the location of a business may impact upon the way it works. There may also be factors contributing to how</p>

	<p>Cola and Nestle, students learn to think and consider the treatment of others around the world.</p> <p>SP4 - When looking at the topic of cost benefit analysis, students are encouraged to form an opinion and decide whether a business should continue or stop for the benefit of the workers and society.</p> <p>SP5 - From focusing on companies such as Primark and call centres based in India, students can identify and think about how a damaged reputation may impact on a business and how this may make the workers feel.</p>	<p>process can take place, students can look at how all workers can be valued by a company and focus on pay and roles that can be taken on by various people within a business or company.</p>	<p>for all workers that they may employ.</p> <p>So5 - When looking at the topic of social cost relocation, students focus on how this may have an impact on people, communities and whole areas of the UK if a business may relocate.</p> <p>So1 - Students now focus on areas of social enterprise and why some companies may be non-profit organisations. From investigating Jamie Oliver's 15 restaurant and the Big Issue magazine, students then complete their own research tasks related to these.</p> <p>So1 - By looking at the varied make-up of society and how people who can be used for market research can be different, students develop their knowledge of what British society is like. From listening to staff with a background in industry and managerial positions, students understand that society is made up of many different types of people</p>	<p>a business works because of culture such as currency, time differences, communication issues also.</p>
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			<p>that can be asked for their feedback.</p> <p>So4- Students also get the opportunity to experience a visit to London and see City Hall and follow a Fleet Street journalist about and see what society is like in our Capital city.</p>	
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Computing

<u>Computing / ICT</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>ICT contributes to the students SMSC development in a number of ways often through: Preparing children for the challenge of living and learning in a technologically enriched, increasingly inter connected world; increasing awareness of the moral dilemmas created by technological advances and establishing boundaries in society by considering what is acceptable.</p> <p>Whilst in Key Stage 3 students are now studying the new Computing curriculum. Students at Key Stage 4 are still following the ICT curriculum which focuses on developing their social, moral and ethical ideas and ICT skills. Students are expected to develop their ICT skills further at Key Stage 4 within other subject areas from completing Controlled Assessment tasks and using spreadsheets and creating presentations also.</p>	<p>SP1 - When students join Culcheth High School in year 7, the first lessons that they experience is to take a computer apart and find out what makes actually makes a computer what it is. SP5 - This leads to moments of reflection and a sense of 'wow from all students.</p> <p>SP4 - By looking at the history of computing and why it is so important for their lives, students gain a real experience of how much computing can impact on their lives by learning about the context of what it is and where it came from.</p> <p>SP5- Students are given inspiring experiences within computing lessons when they have to create their own web design pages. The students experience great satisfaction when viewing their finished idea from the initial idea, to creating</p>	<p>M1 - Throughout all Computing and ICT lessons, the students are consistently taught to reflect on respect and what the correct protocol and behaviour is for using the internet and being Online.</p> <p>M4 - Students in all year groups are taught about the importance of E-safety and that passwords and using the school network need to be respected and misuse must not happen.</p> <p>M5 - By instilling into all students a level of respect and understanding of why file storage and privacy are important for their own personal use in school and at home, this helps students understand and prepare for ICT usage in adult life.</p> <p>M3 - Within year 8 lessons, students are asked to look at Wikipedia pages and focus on filtering and sorting out fictional information from factually correct</p>	<p>So5 - Within ICT lessons at KS4, students are taught to complete socially acceptable and approved work which may be seen as the norm for most employers. So1 - Clear PowerPoint slides and documents that they may have to be completed as part of a job presentation are focused on in some lessons.</p> <p>So1 - A clear explanation is given to students about how ICT works within society. What are networks and passwords and how can someone have a specific online identity? So5 - All students look at the impact it can have when they Google themselves and why they must stay safe whilst using ICT as a young person and also when they leave school.</p> <p>So4 - Students learn about the Internet and the World Wide Web and why there are different web addresses</p>	<p>C5 - Students are taught from year 7 to use the Internet and ICT equipment in a safe and respectful way. To respect each other, develop a culture of care and acceptable behaviour within these lessons.</p> <p>C3 - By learning to value and respect expensive pieces of equipment, this will prepare them as adults to look after their own personal ICT devices at home.</p> <p>C1 - Culturally students develop their knowledge of how ICT can be restricted within other parts of the world. By looking at the differences between Western culture and the fire wall in China that leads to restricted Internet searches, students can evaluate the differences.</p> <p>C4 - Students look at the cultural development of computing and the use of ICT in society. From Alan Turing and the way he was</p>

	<p>it to actually seeing it designed by themselves and existing.</p> <p>SP4 - By challenging the students to use their intelligence and knowledge of Computing, at KS3 students are given a variety of lessons that focus on breaking down problems and finding solutions that focus on programming an algorithms.</p>	<p>statements. M5 - By completing tasks like this, students can learn about the morals related to copyright and privacy laws that everybody has in society.</p> <p>M5 - By completing set homework tasks within year 7 and 8, students can learn about why moral behaviour must happen when using forums and social networks.</p> <p>M1 - Students focus on having respect for one another and whilst working on collaborative online forums, students looks at how they have to behave in a morally acceptable way when working together.</p>	<p>for different countries. So5 - By looking at IP addresses and internet history, students learn about the traceability of internet history and the impact this can have for future jobs if students have anything negative on their own digital footprint.</p> <p>So1 - By evaluating the development of ICT and the impact of this in relation to the jobs market, students can learn about a shift in technological advances and focus on future careers related to ICT and computing such as:</p> <ul style="list-style-type: none"> • App development • Designing graphics for games • Designing phones and devices needed for a modern world. 	<p>treated because of his sexuality and how he developed computing along with Tim Berners –Lee, Steve Jobs and Bill Gates. C3 - By studying the work of these people, this allows the students to understand the cultural context to why they had such an impact to computing and ICT.</p> <p>C2 - Within year 8 students are also given the opportunity to look at how valid the Internet is around the world and whether there is bias based on the source of the website e.g .com or .gov.uk. C5 - By looking at the validity of information found on one topic from a variety of sources from around the world, students can look at how stories are explained and can differ based on the cultural context or location of the source on the Internet.</p>
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Design & Technology

<u>Key information about the subject and schemes of work</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>Design Technology is taught over two 13 week modules in KS 3 and also one 13 week module of Food Technology.</p>	<p>SP4 - Students are given a vast amount of opportunities to design, create and take pride in their own ideas. Within KS3, students can design a snake coat hook, an alarm, a clock, an amplifier & docking station and a pop-up interactive book.</p> <p>SP5 - Almost all students take their work home to show it to those they live with. This sense of pride and satisfaction is shown in the way that so many students do not leave their work in school once it is completed.</p> <p>SP4 - The general ethos within all Design Technology lessons is to focus on their own work and look at their own issues and then aim to work them out.</p> <p>SP5 - By asking helpful and guiding questions</p>	<p>M1- Many of the projects that are completed also have a moral theme running through them. In Year 9 students can complete a child’s pop-up book that has a storyline based on South Africa and the many moral dilemmas that can be faced there. M4- Not only are the mechanisms of the book focused on but also the story which will then morally educate the child audience.</p> <p>M3 / M5 - In year 8 students create clocks that are made from a variety of recycled materials. This enables students to gain an understanding of sustainability and why recycling is important.</p> <p>M4 - Students are consistently taught about the man-made and natural resources within the world and why it may not be good to use wood, metal or</p>	<p>So2 /So5 - Students are consistently reminded of the safety rules within the classroom environment of all Design Technology workshops. Students are told to wear personal protection equipment and are reminded the health and safety requirements for all during every lesson.</p> <p>So2 - Students are taught how to use all machinery and tools correctly and are taught about the risks involved with all equipment.</p> <p>So4 - Materials that are used have also been changed to enable students that may suffer with reactions such as dust or nut to fully take part in the lessons.</p> <p>So5 - By using group work in all projects, students can give encouragement and motivational feedback to help their peers around them to make progress.</p>	<p>C4 - By looking at the historical changes of technology in society, students can evaluate and learn how advances have been made in all areas of technology that are now use by many.</p> <p>C5 - Students look at examples of fashion and devices such as mobile phones that have advanced and what role Design Technology has had within this progression and development.</p> <p>C1 - By using culturally accepted types of technology such as CAD CAM in year 8, students can create a pattern for the box that their alarm will be kept in and use a laser cutter programmed to create their own design and in Y9 when students design a housing for their amplifier.</p> <p>C4 / C5 - When students create their own clock in</p>

Catering / Food Technology

students who may be flummoxed with their work are given support and ideas to work through what needs to happen to turn their challenge or issue into something that is then solved so their working may continue and further progress.

SP5 - At KS4 students are given long term projects which focus on the students making more industrial type products. By being given a set of criteria and a design brief, students can create ideas such as a picture frame or a child’s toy in the same way it may be done in an industrial workshop or for a business.

SP6 - From giving each other regular peer feedback, students develop an understanding as to whether their work is good or has issues based on the guidance or respect they receive from their teachers and also fellow peers.

plastic when creating a certain design.

M3 / M5 - By looking at the benefits and drawbacks of using recycled steel and man-made timber, students can look at why non-renewable resources will eventually run out and alternatives will need to be used.

M1 / M3 - In the year 11 controlled assessment task, students are given product ideas by the exam board and these consistently reinforce the idea of low energy production and low input mechanical use.

M2 / M3 - Students are told on a regular basis about the cost of a product and that to run a good business, morally a carbon footprint must be considered for the benefit of the world. The cost of creating a product and the impact it may have on the world’s resources is also consistently discussed.

Moral

So1 - Students are encouraged to think about the fact that if they were working for a client in a social circumstance they would have to act on feedback in that situation.

So5 - By listening and problem solving in each lesson in order to make their design or creation even better, there is a constant dialogue, discussion and compromise taking place for each student.

So4 / So5 - Class discussions will take place enabling students to rank the work produced and further look at offering feedback how each creation could be improved from a personal and practical point of view.

So1 / So5 - By encouraging the atmosphere in the workshops to be like an industrial setting or business, students get a good idea of what it would be like to be employed as a product designer whilst in these lessons.

Social

year 8, they look culturally at when people first began to tell the time and how this was done and how it has advanced throughout time. Looking at the impact of culture and location throughout history.

C4 - By looking at the work of many of these designers and pioneers of technology:

- Alessi
- Starck
- Ollins
- Beck
- Kinneir and Calvert
- Sabuda

C2 / C6 - Students can further develop an understanding of where, how and when many culturally significant designs were created.

<p>This subject area is studied as a GCSE subject at Key Stage 4 and also as a 13 week unit of work during each year of Key Stage 3.</p>	<p><u>Spiritual</u></p> <p><u>SP1</u> - Students develop a sense of pride and achievement based on the end result that they produce that has been created and planned by themselves.</p> <p><u>SP5</u> - As part of the GCSE catering studies course, students are given the responsibility to plan, create and then present a 3 course meal and this always allows students to see their own work created and also feel pride when they take it all home with them. They can enjoy the whole experience of pride and satisfaction again once they share their work with the people that they live with.</p> <p><u>SP6</u> - Students develop an understanding about what food is and where it comes from and how it is made and often this can surprise and overwhelm the students.</p>	<p><u>M1 / M3</u> - By looking at the moral responsibility that the students have in relation to the production of food, students look at carbon footprints and how mass catering may affect or create one of these.</p> <p><u>M5</u> - Students look at hygiene in all years and focus on why morally if they are preparing food for the consumption of others there needs to be correct hygiene in all preparation areas.</p> <p><u>M3</u> - When looking at healthy eating, students are taught about the moral responsibility they have to look after their bodies and stay fit and not obese.</p> <p><u>M1 / M5</u> - By looking at the various fuels that can be used when cooking food, students can look at what may be the most environmentally friendly fuel and then use this before a lesser one.</p>	<p><u>So5</u> - Students focus on what various foods are consumed within society and how this can vary based on cultural differences and society.</p> <p><u>So5</u> - By focusing on the nutrients in food, students can look at what are the healthiest options and what types of food are most likely to lead to obesity and diabetes.</p> <p><u>So1 / So5</u> - Students learn about how to store food safely and cook food to the correct standard so it can be consumed by others in society without leading to illness.</p> <p><u>So1</u> - When learning about the production and sale of food for society, students learn about food packaging and wastage and what impact this can have for the rest of society.</p> <p><u>So5</u> - Students are equipped with the skills of staying safe at all times with all of the equipment used in the food technology rooms.</p>	<p><u>Cultural</u></p> <p><u>C2 / C5</u> - Students develop their key terminology so they can describe and explain in a correct way what they have created and how it may have been influenced by a different culture.</p> <p><u>C2</u> - The students are encouraged to use ideas and ingredients in their work from all around the world to then produce a variety of culturally different foods.</p> <p><u>C3</u> - Students learn about the dietary needs of people from different cultures and why people have certain food laws that they must adhere to due to culture or religions.</p> <p><u>C5</u> - By focusing on the values, beliefs and traditions of all the foods that are used or learned about from around the world, students develop a good understanding of the different cultures within the world.</p>
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Drama

<u>Key information about the subject and schemes of work</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>All Drama lessons try to focus on people: their spiritual, moral, social and cultural development. Every task or project within the department expects students to consider their own thoughts or responses or consider other people's thoughts in relation to different situations. Much of the work in the department focuses on the personal development of students, looking at how they can develop as mature, young adults being confident within themselves. This can take the form of lessons or extracurricular activities within lessons, or can involve projects outside of the classroom including outside workshops, visits or external master-classes from visiting actors.</p>	<p>SP4 - All students are encouraged to explore, consider, analyse and create ideas of how to improve themselves both in and beyond lessons.</p> <p>SP6 - Within year 7 Drama lessons, students are given a variety of tasks to complete that focus on the students challenging themselves and developing their self-confidence skills.</p> <p>SP5 - Students are encouraged to prepare and use the props box within the Drama Studio to ensure they are all as creative as they can be.</p> <p>SP1 - The higher ability students are stretched to focus on how they can empathise and include as much emotion and creative thinking within each piece of work that they produce.</p>	<p>M3 -Students within their Drama lessons are encouraged to develop their own opinions and aim to be as creative as possible. By focusing on their own moral beliefs and those of others, these can be used to aid emotion and conflict within dramatic pieces that are created.</p> <p>M1 - Within year 7, students are given a task which allows them to imagine a haunted house situation and then focus on a set of rules that link to this place and morally which rules should and should not be broken.</p> <p>M4 - By using various scripts, plays and ideas as stimulus for discussion, students are able to think, reflect and discuss their own moral beliefs to a variety of topics such as War, rape and terrorism.</p> <p>M5 - Within the GCSE Drama course, students</p>	<p>So2 - Within the Drama Studio and within all Drama lessons, students are encouraged to follow the ground rules set out so that everyone is safe and also appreciated. So5 - By developing a level of respect and trust within all lessons students are able to perform and take part in all lessons well.</p> <p>So1 - These transferable skills are developed for life as an adult in society whereby listening to each other and giving critical feedback is required. So5 - Students are equipped with the skills of knowing what Drama and the Theatre is about and what types of behaviour and etiquette are required when in these environments that are linked to watching people as an audience member.</p> <p>So1 - Students can focus on a variety of ideas linked to society and the variety of</p>	<p>C6 - The Drama department offer many students the opportunity to visit London as part of a cultural theatre experience within the capital city.</p> <p>C5 - Students can study language and the interaction of people within a variety of plays and this can help students to look at the culture of a play and why it was inspired and created.</p> <p>C4 - From looking at plays that take place in the 1950s Britain like Blood Brothers to studying about the Wild West in the 1800s in the USA. C1- Students are given a variety of chances to look at varying cultures and how these can feature in a dramatic piece of work.</p> <p>C3 - Within the Key Stage 4 course for Drama, students are given a vast amount of freedom to create their own work in whatever cultural context that they choose.</p>

	<p>SP5 - All year 7 and 8 students are assessed via the performance work that they create and then deliver by themselves. This then ensures that all students can reflect and responsibly work on their own work and then feel proud of their overall creation when they perform it to their audience and fellow peers.</p> <p>SP3 - Within the GCSE course, students are encouraged to think and reflect on a range of stimulus and sources to help their own creativeness. Students look at themes related to the Holocaust and the outcome of the story within Blood Brothers and these each help students think and then use these as an inspiration for their own work.</p>	<p>focus on the Willy Russell play Blood Brothers and students are encouraged to discuss the major moral dilemmas that occur within this piece of work. M2 - By reflecting on the two children and the mother's situation, students can discuss their own beliefs and those of others related to this play.</p> <p>M1 - Students are also encouraged to look at some mature topics at Key Stage 4 such as drink driving within the play called Too much punch for Judy. M4 - Students look at the moral dilemmas and issues related to people and their victims that choose to drink and then drive.</p>	<p>people that can contribute to society from studying Drama. So5 - By looking at stereotypes in the play called When I'm 64 and issues such as ageism can be focused on in relation to being a young or old person in society.</p> <p>So5 - By looking at the social context of Blood Brothers and the differences between class and status for the various characters within the plays, allows students to reflect on who they are and where their own families fit into British society.</p> <p>So4 - Whilst studying the themes whereby people have become victims, such as the holocaust and 9/11, students can look at the social impact of these events. So5 - By developing a knowledge of the facts of these events and also empathy skills, students can show their understanding of the impact to society of these events also.</p>	<p>C2 - Students can write and explore their own work and examples of work that have been created have included themes linked to school shootings, mental institutions and victims of criminal acts.</p> <p>C1 - Each of these themes have allowed students to reflect on specific cultural contexts that are required for their own specific settings for their own GCSE pieces of work.</p>
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English

<u>Key information about the subject and schemes of work</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>The English Department are proud to offer a range of Spiritual, Moral, Social and Cultural experiences through English lessons and extracurricular activities. These visits extend spiritual, moral, social and cultural appreciation and understanding of society. Students express their creativity and understanding of other cultures through their study of literature and non-fiction texts.</p>	<p>SP3 - In all year groups, students look at a variety of moral dilemmas and focus on how they may cope if they were faced with a situation that required a moral decision similar to those that are studied.</p> <p>SP5 - By looking at a range of texts and non-fiction stories, students can look at current affairs and self-reflect as to how they would react or behave if they encountered such situation.</p> <p>SP4 - When students study the book 'The boy in the striped pyjamas' the students are asked to reflect and show empathy for each of the characters and think about their own feelings and how they would face a situation or experience as described in the book.</p> <p>SP4 - In year 8, students are able to look at a book</p>	<p>M4 - Within the whole of Key Stage 3, students look at the moral issues that feature within Shakespeare plays and look at the variety of decisions that the characters have to make.</p> <p>M1 - By focusing on the moral dilemmas that Romeo and Juliet have to face, students can look at whether they agree or disagree based on the decisions that are made.</p> <p>M4 - Students can create a dramatic monologue by focusing on the theme of heroes and villains from reading the text called Heroes.</p> <p>M5 - All students in every Key Stage are encouraged to share and discuss their own opinions. M3 - There is no censorship in the study of English and all students can express their own moral viewpoints and opinions.</p>	<p>So4 - By looking at the social and historical context of all texts that are studied in English, students can gain an idea as to how society is made up in terms of a class system and also diversity.</p> <p>So5 - Students are offered many opportunities to develop their social skills within their lessons by taking part in speaking and listening tasks, debating exercises and developing their clarity of communication.</p> <p>So5 - By looking at the purpose, audience and form in every task that is completed within English lessons, students can develop their writing skills for adult life.</p> <p>So1 / So4 - An example of when students develop their speaking and listening skills can be shown in a debate that takes place within year 8 lessons. Here the students</p>	<p>C3 / C4 - When students are introduced to a new text in English, they are always informed about the cultural context of the author, poet or creator of the work.</p> <p>C5 - Students look at a range of poetry from a variety of different cultures and think about how the culture they are studying differs to traditional British culture.</p> <p>C3 / C4 - Specific books that are studied as a possible option at Key Stage 4 include many different culturally diverse texts such as:</p> <ul style="list-style-type: none"> • Frankenstein – difference in culture • A Christmas Carol – • Orange is not the only fruit – gender roles.

	<p>called 'millions' and this allows the students to use their imagination and think about what it may be like to win one million pounds.</p> <p>SP5 - By thinking and questioning what they may do with their newfound wealth or how this change of circumstance may affect their own life, leads to good discussion and thinking skills also.</p> <p>SP6 - In year 7 students are encouraged to speak and listen to each other and focus on topics such as what are their hopes and dreams for the future and why do they have these opinions?</p>	<p>M1 / M5 - Within all texts, students focus on the cultural, historical and social context of when it was written and how these may have influenced the moral behaviour that feature within them.</p> <p>M2 - In the book, 'an Inspector calls' which is studied at Key Stage 4, students can look at the moral dilemmas that are faced by all characters and what it would have been like to face a situation in which social justice and moral responsibility were required.</p> <p>M3 - Students focus on American culture and look at themes such as segregation, slavery and race relations. M4 - By thinking about all of the moral behaviour and decisions that are made in the texts that are studied, students can develop their own reflective and empathy skills also.</p>	<p>assume the role of slave owner and slaves and a developed discussion take place from the point of view of both parties.</p> <p>So3 / So5 - By thinking about the roles of characters within the texts that are studied, students can think about how these roles may feature in society. By focusing on the experience of WW1 for soldiers in 'an inspector calls' and writing an interview with a Police officer based on what they learn from the 'ancient mariner'.</p> <p>So1/So5 - In year 9, students are now asked to take part in the BBC News Report and have their work uploaded and entered into this writing competition. Many contemporary and up-to-date news stories are used as inspiration for this task, allowing students to develop a good understanding of current news stories in society.</p>	
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Geography

<u>Key information about the subject and schemes of work</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>The subject of Geography is heavily focussed on people and their relationships and it is helpful when contributing to students' Spiritual, Moral, Social and Cultural education. In all lessons, students are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. We encourage young people to enquire, consider and question in lessons and beyond. The Geography department aims to inspire students to discuss and debate controversy outside the classroom and this can often take place within educational visits or within homework tasks.</p>	<p>SP1 - Students are offered frequent opportunities to be amazed within their Geography lessons and then given the chance to think and reflect on what they are learning about.</p> <p>SP4 - By learning about amazing natural occurrences like global disasters or super volcanoes, students can have a 'wow' moment and then develop their empathy skills and feelings of concern, enquiry and problem solve ideas like how? And why?</p> <p>SP6 - Students are given various opportunities within the Key Stage 3 lessons to learn about different locations within the world and how they all vary. By learning about how oil is drilled for in Antarctica and how Dubai developed in the Middle East, students can learn about these places and</p>	<p>M4 - By looking at the various moral dilemmas that can occur because of people and places, students have a vast amount of opportunities to develop their moral beliefs in their Geography lessons.</p> <p>M2 - When students reflect on the population topics that are studied and look at the various reasons why people have to seek asylum and refugee status, M3 - students can figure out their own moral beliefs related to these topics.</p> <p>M1 - From studying topics that are a concern for many around the world like climate change and a lack of resources for many, M4 - students can challenge their beliefs and ideas and develop their moral conscience from lessons based on these ideas.</p> <p>M5 - Students gain the opportunity to study about</p>	<p>So5- Students are educated within their Geography lessons about how society has formed in Britain and what key organisations Britain has a contributing factor towards. So1 - Such as the UN and as a country that is represented in the World Trade Nation.</p> <p>So4 - Students develop their knowledge and understanding of what it means to belong to the European Union and what benefits this can bring to the UK.</p> <p>So5 - By developing skills within their Geography lessons that help them to form opinions and state their own beliefs, students are informed about what it means to be a citizen of the UK and also the EU.</p> <p>So1 - Students are frequently encouraged to think about themselves as adults in British society and</p>	<p>C2 - Within their Geography lessons, students are encouraged to consider their own personal experiences and share when they have experienced a different culture to their own and how it was similar and different.</p> <p>C3 - Students are frequently taught to consider climate change and think about holiday destination choices and how the world is changing due to lifestyle choices and cultural impact of wealth and choice.</p> <p>C5 - By experiencing lessons that focus on what the desert is like and by role playing what it is like to live as a tribe within the Sahara.</p> <p>C3 - Students are able to embrace the cultural differences and think about crucial differences linked to lifestyle, religion and location within this task.</p>

	<p>also develop their knowledge and understanding.</p> <p>SP4 - Many opportunities are given within Geography lessons that allow problem solving and thinking skills. Within the year 7 curriculum, students look at the topic of population and how the resources that are available in a chosen location may not be able to cater for the population there and what then needs to be done to sort this issue out?</p>	<p>the damage that humans can do to parts of the world, also allows students the chance to reflect are we allowed to be selfish or should our own actions now be considered for future habitants of the world?</p> <p>M1 - By role playing ideas that are studied in Geography lessons such as child exploitation, climate change and is it right to offer aid to poorer countries? M3 - All allow students of all year groups to think, consider, argue and then decide what is the best moral outcome of each topic area being studied?</p>	<p>what impact they will make with their own lifestyles within British society.</p> <p>So5 - By considering housing choices, energy consumption and their own carbon footprints, students develop knowledge of living as an adult that is helping the environment to sustain for future generations.</p>	<p>C6 - Within Year 11, Geography GCSE students are able to study the cultural implications and why the race riots took place in Oldham and Bradford in 2001. C3 - By focusing of stereotypes and issues like fear linked to the mixed Pakistani and white neighbourhoods, students can look at cultural differences within parts of British society.</p>
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History

<u>Key information about the subject and schemes of work</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>History lessons are heavily focussed on people and their relationships and The History department are well placed to contribute to students' Spiritual, Moral, Social and Cultural education. In every lesson across the department, students are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. Teachers of History encourage students to discuss and debate controversy outside the classroom. All History students are encouraged to enquire, consider and question in lessons and beyond.</p>	<p>SP4- There are many opportunities within History lessons for students to reflect and think about key moments that have happened in the past.</p> <p>SP5 - By focusing in year 9 and throughout KS4 on the Holocaust, students can challenge themselves and think about the events of WW2 and reflect on them.</p> <p>SP3 - Students can develop their empathy and thinking skills throughout studying in History lessons in all years. SP4- By focusing on ideas such as what is fact, truth or even a denial, students can think and develop their own understanding.</p> <p>SP5 - Students within year 9 History lessons learn about the Industrial</p>	<p>M3 - Students have many opportunities to reflect on their own moral beliefs when learning about key historical events such as the development of Protestant beliefs within the Reformation period of time.</p> <p>M2 - At Key Stage 4, students can look at a variety of moral beliefs of historical figures such as conscientious objectors in the first World War. M1 - By focusing on the differences in attitudes towards warfare, students can compare these views to their own moral beliefs.</p> <p>M2/M3 - By looking at the historical background and context of various events that have happened, students are able to reflect and all share their own opinions based on their moral beliefs.</p>	<p>So4 - One major focus that History lessons look at throughout all key stages is the development and importance of democracy in society.</p> <p>So5 - Students learn about the Magna carta and the foundation of British Parliament and also about the Suffragette movement and why these have shaped British society.</p> <p>So3 - By studying various criminal acts that have occurred throughout history, students can look at the changing punishments and ways that criminals have been treated within Britain.</p> <p>So4 - Within year 9 History lessons students learn about the slave trade and look at the influence of Britain within this event that took place in the 18th century.</p>	<p>C4 - By studying the historical context of why people migrated to Britain and where they have migrated from within the world allows students to look at Britain and its rich culture.</p> <p>C6 - Within year 8, students look at Jewish people and their migration to the UK from around the world prior to World War 2.</p> <p>C5 -Students also focus on the slave trade and the difference in attitudes to people of different races and ethnic group that lived in Britain within the 1930s and 1940s.</p> <p>C3 / C6 - The History department has played a key role in remembering the first World War and the 100 years commemoration celebrations. Students have experienced focused assembly activities and even</p>

	<p>Revolution and empathise with what it would be like to be a child within this era of history.</p> <p>SP5 - When taking part in History lessons within year 8, students learn about various historical eras. By reflecting about and imagining what it may have been like to be burnt at the stake, students can think about these brutal historical experiences of people from this era.</p>	<p>M1 -Students study a variety of topics within their History lessons and focus on how these events happened and how these took place. M4 - These are then compared to a modern context and what moral impact these events have had on our moral beliefs now.</p> <p>M3 / M5 - By reflecting in a moral way on a variety of topics such as Just War theory and whether people should wear a red poppy to commemorate the War are ideas that students can look at from a moral context.</p>	<p>So4 - In the GCSE History course, students focus on why it is important to share their views and vote in elections that shape the local and national Government.</p> <p>So1 - The wall displays within the History classrooms also reflect the various key figures that have featured within history in British society such as key people and all Prime Ministers.</p> <p>So4 / So5 - Students in Key Stage 4 look at key historical events that have developed British society and also will affect their own lives as adults in Britain. By studying the development of the Welfare State and specifically looking at the history of Britain 1931-1951, students can reflect on the historical past of the society that they live within.</p>	<p>took part in a reconstruction of the Christmas Day football match that took place between England and Germany in 1914.</p> <p>C2/C4 - By also studying the various soldiers that fought for the British forces from countries within the Empire and Commonwealth, students can also reflect on the key cultural links that Britain has with the rest of the world.</p>
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Languages

<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 practices, students can look</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 experience life in a foreign</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. These topics demand students to develop their language skills, form opinions and express their viewpoints on these key</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. M4 - By focusing on important issues that may occur such as racism or sexism, students can think of their own moral beliefs or opinions related to these topics also.</p>	<p>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>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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	organisations and people and why they are important in France and the rest of the world.			
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Maths

<p><u>Key information about the subject and schemes of work</u></p>	<p><u>Spiritual</u></p>	<p><u>Moral</u></p>	<p><u>Social</u></p>	<p><u>Cultural</u></p>
<p>Maths is a core subject that is studied in all key stages. Through various mini investigations and activities built into lessons, SMSC, (Spiritual, Moral, Social and Cultural) is being delivered in most Maths lessons.</p>	<p><u>Sp4</u> - Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. <u>SP5</u> - In Maths lessons pupils are often encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them.</p> <p><u>SP4</u> - Students are given plenty of opportunities in all year groups to challenge themselves and think about what they are being asked.</p> <p><u>SP6</u> - By receiving praise and guidance of how to improve their work, students feel a sense of pride when they are able to demonstrate their developed knowledge and understanding.</p> <p><u>SP1</u> - All students are given the chance to analyse data and look at</p>	<p><u>M5</u> -Pupils use Maths in real life contexts, applying and exploring the skills required to solve various problems.</p> <p><u>M3</u> - Students focus on why businesses and retail outlets have a sale and how they create a price and discount based on the product being sold. <u>M1</u> - By looking at the morals that can lead to discounts and working out increases and decreases in price, students can understand how a successful business can work.</p> <p><u>M5</u> - By developing their maths based skills in all lessons, students are able to work on morally how they can use these to their advantage as adult in real life scenarios.</p> <p><u>M2 / M5</u> - Students can look at statistical data that is based on real life situations and then reflect in a moral way what the context is in</p>	<p><u>So1</u> - Problem solving skills and group work are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas.</p> <p><u>So4</u> - Students are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other.</p> <p><u>So5</u> - 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.</p> <p><u>So2</u> - Students are given the opportunity on a regular basis to work out their solutions on the board at the front and this then allows full class dialogue and discussion to take place.</p>	<p><u>C2</u> - Mathematics is a universal language with a myriad of cultural inputs throughout the ages. These are looked at in a variety of tasks and also reinforced when talking about using Maths in a future career or adult life.</p> <p><u>C5</u> - By investigating exchange rates from various currency from around the world, students can look at foreign travel and how much money is worth in other countries.</p> <p><u>C4</u> - Students also develop an understanding of the cultural context that is behind many key mathematicians that they study. These include:</p> <ul style="list-style-type: none"> • Fibonacci and number sequences • Pythagoras’ theorem.

	<p>how this can be puzzling and difficult. SP4 - By completing differentiated tasks based on the level of understanding if this area, students can experience tough work that will engage their skill development.</p> <p>SP3 - From looking at enrichment work, students can look at the amazing patterns that can be created by tessellation and feel in awe at how complicated these can be.</p>	<p>relation to what they have to solve.</p>	<p>So5 - By sharing peer feedback and offering guidance to each other how work can be improved, also allows all students with good social skills for adult life.</p> <p>So2 - By differentiating project tasks for lower ability Key Stage 3 students, they are able to develop skills such as telling the time and working out a TV schedule from a magazine.</p> <p>So1 - Students also develop skills for adult life in society such as reading timetables and calculating travel time.</p>	
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Media

<u>Key information about the subject and schemes of work</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>Media is studied in Key Stage 4 in both years 10 and 11. Students study a GCSE course and complete a Controlled Assessment as part of this qualification. Within the course students look at the representation of characters in film and television and how magazines and advertisements can influence people in society.</p>	<p><u>SP5</u> - Students are given frequent opportunities to produce work using a variety of media equipment and be as creative as they can be.</p> <p><u>SP6</u> - During the GCSE course, students are required to create a moving image, film poster and also a magazine cover and all students feel a sense of pride once this work is taken home and shown to the people whom they live with.</p> <p><u>SP3</u> - A sense of achievement is often heaped upon the students based on their work when it is frequently assessed via peer feedback. By gaining the respect from their peers and gaining positive praise based on their creativity and personal work lead to a sense of achievement.</p>	<p><u>M4</u> - By looking at example sources of media outlets such as films and magazine advertisements, students are allowed to question appropriate and acceptable behaviour.</p> <p><u>M1</u> - Whilst creating their own moving images, students may watch footage of a film plot featuring the death of a character via a murder. <u>M5</u> - Students will then be reminded that morally it is wrong to kill or break the law if something is illegal.</p> <p><u>M1</u> - By looking at how the media represents characters, students will be able to focus on why we need good and bad people in films and what makes a director represent someone in a morally bad way.</p> <p><u>M4</u> - When students are given the opportunity to create their own example of a TV sequence for</p>	<p><u>So5</u> - As the focused GCSE exam question changes every year often the theme may require a big focus on looking at society and TV news.</p> <p><u>So1</u> - By looking at the audience make up and who may be influenced by the media, society is often broken down into both groups and individuals that may be the target audience.</p> <p><u>So1</u> - Students can gain an idea of how society can vary in terms of interests and feedback as they are required to poll and gain feedback via a questionnaire.</p> <p><u>So5</u> - By uploading this feedback request onto social networks, students are given clear guidance as to how they should act and behave in a responsible way if they use a social network.</p>	<p><u>C2</u> - Many of the tasks completed within Media lessons are text driven and so students are given opportunities to analyse magazines and who they may be targeting as their chosen audience.</p> <p><u>C1</u> - During the GCSE course, students can look at the way celebrities are shown and how this can compare to a paparazzi picture which is less airbrushed and more natural. <u>C5</u> - can then analyse what is better either actual reality or a celebrity photo-shoot?</p> <p><u>C6</u> - Students can further look at the culture within magazine production and who they aim their target audience at. By looking at levels of literacy and length of article to advertisements and the cost of the featured products. <u>C1</u> - These can then be deconstructed and the students can evaluate how each magazine is</p>

	<p>SP4 - Students are challenged frequently in Media to question and analyse the sources that they are given to look at and motivated to ask questions and reflect on their own personal viewpoints and how these relate to the focused stimulus they are studying.</p> <p>SP5 - By being open minded the students can give their own opinion and offer their own personal experiences and points of view in relation to media sources that they study. SP4 - Also by questioning whether film and TV scenarios may be unrealistic also helps to challenge and engage the student in reflecting during their GCSE lessons.</p>	<p>teenagers. M5 - The students may want to feature someone with a lifestyle that may be clearly lacking morals, this may cause them to analyse how they will do this.</p> <p>M1 / M5 - By focusing on writing a character that lacks desirable morals for modern society, students may then wish to change or alter the character as many students may not wish to represent of take on the role of such a fictional character that lives a morally wrong way of life such as a prostitute.</p>	<p>So5 - When using online media sites such as YouTube, students are given guidance as to what can and cannot be uploaded and what is socially acceptable and what is not.</p> <p>So4 - By focusing on the historical change of media usage, students can analyse the impact of using an online questionnaire over a paper copy and what are the benefits and drawbacks of doing so.</p> <p>So5 - By studying GCSE Media, students are given plenty of opportunity to develop skills needed for many occupations such as:</p> <ul style="list-style-type: none"> • What is the correct way to present a message to an audience? • What audience am I trying to influence in this presentation? 	<p>culturally aiming at a different audience.</p> <p>C2 - Students get many opportunities to focus on their own favourite magazines and films and TV shows and are frequently polled so they can evaluate their interests in relation to various media outlets that can be used.</p> <p>C3 - By comparing what they use and what others in society and their peers, the students can evaluate how they compare and differ to others in relation to media usage and influence.</p>
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Music

<u>Key information about the subject and schemes of work</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>Music focuses on people and their spiritual, moral, social and cultural development. Every task or project within the department expects students to consider their own thoughts or responses or consider other people's thoughts in relation to different situations.</p>	<p><u>SP5</u> - Spiritual education is at the height of importance within the Music department. The premise of Music is to inspire students to achieve their best in a creative way; to develop confidence; and to develop their understanding of themselves.</p> <p><u>SP3</u> - All of the schemes of work are designed to develop one or all of the above aspects in order to develop student's spiritual development.</p> <p><u>SP5</u> - Within the Music lessons that all students will study, they are all given the opportunity to be creative and perform their own work.</p> <p><u>SP6</u> - By focusing on an inspirational theme to start the students off when thinking about how to create and compose their own work, students</p>	<p><u>M1</u> - Moral development involves developing an understanding of what is universally right of wrong within creating or performing a piece of music.</p> <p>Students are inspired to create their own musical compositions by listening to film music scores. <u>M5</u> - Whilst completing personal composition tasks, students are guided into what are and are not acceptable lyrics that will not cause offence.</p> <p><u>M4</u> - Whenever students are given the freedom to create any personally inspired piece of music, students are always focusing on not upsetting or offending anyone by the style of music or content of lyrics created.</p> <p><u>M1</u> - Within the GCSE Music course, students focus on the topic of slavery in the USA and why this had an influence over the Blues style of music. <u>M5</u> - Whilst</p>	<p><u>So2</u> - Social education in the Music department is a key focus, looking at how to develop the students into mature, confident, young adults. <u>So5</u> - Every piece of music that is studied, looks at the social impact or time era of when it was created and how influential it is or has been.</p> <p>All students in KS3 are given the opportunity to compose and create a piece of music that focuses on a theme from society. <u>So4</u> - By creating their own lyrics that focus on issues they encounter in society, students can focus on what matters to them.</p> <p><u>So4</u> - Within the GCSE Music course, student look at what inspired each composer in a social context to create their pieces of music.</p> <p><u>So5</u> - By focusing on specific eras and themes which features in the musical</p>	<p><u>C5</u> - Cultural development from the Music department involves looking at other communities, social groups, civilizations and how they behave in different situations, or in relation to music and the cultural nuances in musical styles (i.e. instrumentation, rhythmic variation, etc.).</p> <p><u>C3</u> - Students study a variety of world music that shows a variety of different styles from places such as Africa and Asia.</p> <p><u>C5</u> - By focusing on African music, students can compare the different cultural practices of creating music via instruments made by hand and those created by other means.</p> <p><u>C5</u> - Students study a variety of different genres of music from a variety of different cultures such as African, Indian, Brazilian Samba and Indonesian Buddhist chants.</p>

	<p>can experience a wealth of feelings when listening to inspirational pieces.</p> <p>SP1 - When looking at a topic that focuses on Film Music, students can look at a variety of sources to make them feel 'wow' and then use these as a source of motivation and inspiration.</p> <p>SP4 - The students in Key Stage 3 get an opportunity to create their own pop songs and by going through the process of creating, performing and then recording their own work.</p> <p>SP5 - The students feel an overwhelming sense of pride and satisfaction once the creative experience is completed.</p>	<p>studying this style of music, the students look at the moral issues that are raised by the topic of slaves and slave owners.</p>	<p>pieces that are studied such as world music and the blues, also allows the students to develop their knowledge of society and social issues.</p> <p>So5 - Specific examples of music that features a variety of social differences that are studied within the GCSE Music course include:</p> <ul style="list-style-type: none"> • Handel • Mozart • Chopan • Show music – West Side Story • Pop music – Jeff Buckley, Moby • Indian Music – Rag Desh • African Music – Koko Yiri. 	<p>C1/C2 - Whilst studying the subject of Music, students develop an understanding of culturally what makes a song a success. When beginning to create their own work they are inspired by a variety of famous pieces of music that have culturally been seen as successful and these reasons must be used as ways to inspire their own work.</p>
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P.E.

<p><u>Key information about the subject and schemes of work</u></p>	<p><u>Spiritual</u></p>	<p><u>Moral</u></p>	<p><u>Social</u></p>	<p><u>Cultural</u></p>
<p>During the range of activities that students participate in, whether core PE lessons, exam subjects or extra-curricular PE sessions students develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Students are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their experiences.</p>	<p><u>SP5</u> - Within all PE lessons, students will complete an end of unit assessment and this will take place following 4 weeks of 2 hour lessons spent studying each skill area.</p> <p><u>SP6</u> -By learning, practising and focusing on each skill area, students are then able to gain a level for their own performance based on each skill area. Students gain a massive sense of self-satisfaction when they are awarded a good level based on their own performance.</p> <p><u>SP3</u> - Students are frequently able to be creative in their lessons that focus on dance, trampolining, football or rugby as students can create their own routines and warm up exercises to show their own skills.</p>	<p><u>M1</u> - PE in general teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship.</p> <p><u>M3</u> - In every lesson students abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards.</p> <p><u>M4</u> - These allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.</p> <p><u>M5</u> - The concepts of self-discipline to excel are essential. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can</p>	<p><u>So2</u> - Students in PE use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.</p> <p><u>So5</u> - The willingness to participate in a variety of social setting, cooperating well with others and being able to resolve conflicts effectively. An interest in, and understanding of, the way communities and societies function at a variety of levels.</p> <p><u>So4</u> - Within all PE lessons students that take part are equipped with the social skills to take part in wider society as students are given ground rules and key instruction for their own safety to follow.</p> <p><u>So1</u> - Students are taught in PE lessons to support and encourage each other so that even within inter-form</p>	<p><u>C5</u> - Within GCSE PE, students are able to discuss their interests in sports that have originated in other parts of the world. These include Basketball, Cricket and Softball.</p> <p><u>C2</u> - Students focus on other cultures and why the people from other areas in the world may be better at other sports such as Football or Cricket because of the location of these places.</p> <p><u>C1/C4</u> - During world-wide events such as the Olympic Games and the World Cup tournament, students are offered projects and activities to complete via the PE department so they can learn and research more about the cultures of each country that is competing.</p> <p><u>C5</u> - Within the Dance lessons that take place there are units of work that look at Bollywood dancing and</p>

	<p>SP4 - Within the year 7 schemes of work, students are given frequent opportunities to solve problems and deal with tasks such as orienteering which require team work and resilience.</p> <p>SP5 - Students are encouraged to work together and develop their own thinking skills so they can organise tactics and get involved as much as they can to solve the problems they have been given.</p> <p>SP1 - Many opportunities occur within PE for students to experience a 'wow' moment via them developing skills or the ability to perform a learned technique or from even participating as a team and winning.</p>	<p>discipline yourself to train and apply yourself.</p> <p>M1 - Students are consistently reminded of the rules that they must all adhere to when playing competitive sports. M3- By following the usual expectations and rules required to play a sport, students will then not have to face any sanctions because of their lack of sportsmanship.</p> <p>M2 - Within the GCSE PE course, students look at the moral implications of taking drugs such as steroids to aid performance and why this is morally wrong.</p> <p>M5 - By looking at gender discrimination and the role of women in sport, students can also look at whether sexism is still an issue in sport.</p> <p>M2 - During Sport Relief, the students are encouraged by the PE department to take part in the 'Sport Relief mile' and help raise money for a worthwhile moral cause.</p>	<p>competitions everyone can take part and fulfil their role in making the team a success.</p> <p>So2/So5 - By thinking about crucial health and safety instructions and also by working hard to maintain their effort levels in all activities is also a lifelong skills that is developed.</p> <p>So3 - Students are encouraged to take on roles such as umpire and referee and coach the other students via motivation and support so they can show their understanding of fair play in sport and adhere to all rules.</p> <p>So5 - When students are given the responsibility to be team captain for the various extra-curricular sport activities that take place, they are often given the chance to write a blog to show what their role entails as the leader of a team.</p> <p>So2 - During the preparation that takes place for Sports Day, students that are nominated as sports are given the responsibility to</p>	<p>how Indian culture is influenced by this style of dance.</p> <p>C6 - Students are also given the opportunity to experience live sporting experiences by visiting Old Trafford to watch football and to watch national netball tournaments that take place frequently throughout the year.</p> <p>C3 - There are opportunities to experience extra-curricular school visits which allow students to experience the culture of sport outside the classroom and these include a skiing visit and a water sports holiday.</p>
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			ensure full participation in all events is happening by all members if their sporting teams.	
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R.E.

RE	Spiritual Development	Moral Development	Social Development	Cultural Development
<p>Throughout year 7-9 students study RE during one timetabled lesson per week. There is also GCSE RE which can be opted for. The units studied at KS3 are:</p> <ol style="list-style-type: none"> 1. Introduction to World Religions 2. Buddhism 3. The Tribe Challenge 4. God 5. Life After Death 6. Interfaith 7. Prejudice and Discrimination 8. Medical Ethics 9. Is religion dangerous? <p>Many of the students that opt for GCSE RE will revisit these themes in year 10 and 11 via the Edexcel course. Throughout all units all students gain many learning opportunities to develop and experience SMSC in all its forms.</p>	<p>RE lessons at CHS develop student's spiritual journey and students are offered a wide variety of opportunities to develop their own viewpoint.</p> <p>SP3 - Students are given opportunities to consider their own spiritual standpoint and those of others.</p> <p>SP6 - All RE lessons feature opportunities for students to develop a set of principles that inform their own values and patterns of behaviour.</p> <p>SP4 - Through the introduction of effective starters and enquiry opportunities students are given a wide variety of topics to focus on such as euthanasia, animal rights, the morality of war and religious diversity and differences. Students are given the opportunity within all RE lessons to:</p>	<p>All lessons develop the following moral attributes within the RE curriculum:</p> <p>M1 - An ability to distinguish right from wrong, based on a knowledge of the moral codes of their own and other cultures</p> <p>M3 -The ability to trust in their own judgement</p> <p>M4 -An ability to think through the consequences of their own and others' actions</p> <p>M2 -A willingness to express their views on ethical issues and personal values</p> <p>M4 -An ability to make responsible and reasoned judgements on moral dilemmas.</p> <p>A commitment to personal values in areas which are considered by others.</p>	<p>During RE lessons students engage in a wide range of social development activities that enables all students to highlight their skills such as:</p> <p>SO2 - Relating well to other people and interacting with their peers, teachers and visitors in a mature, polite and sensible manner.</p> <p>SO1 - Working successfully, as a member of a group or team giving them the opportunities to challenge, when necessary and in appropriate ways, the values of a group or wider community.</p> <p>SO4- Having the opportunities to reflect on their own contribution to British society.</p> <p>SO5 - Showing respect for people, living things, our school, property and the environment.</p> <p>SO1/SO2 - Understanding the impact our school community can have on</p>	<p>In all RE lessons, students are given opportunities and learning to develop their appreciation of culture. The skills nurtured include:</p> <p>C1/C2 - An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality</p> <p>C2 - An openness to new ideas and a willingness to modify cultural values in the light of experience. During the GCSE course, students have the opportunity to visit a variety of religious holy buildings and meet religious people.</p> <p>C6 - An ability to use politically correct language and understand images/icons – for example, in music, art, literature – that have significance and meaning in our culture.</p> <p>C2 - An appreciation and knowledge of the diversity and interdependence of cultures.</p> <p>To understand, celebrate and respect diversity within our</p>

Students are encouraged, through thinking, philosophising and discussion tasks, to engage with a wide range of issues that impact upon their journey of social, moral, spiritual and cultural development.

SP1/SP2 -develop a curiosity about the different religious view points on life after death and religious authority.

SP1 - debating whether God takes sides.

Notions of justice, reward and punishment.

SP5/SP6 - The importance of understanding different viewpoints in RE.

Students are also given the opportunity within all of the RE schemes of work to :

SP3/4 - Think about what God is like and how God was created.

What their own beliefs are and why they have these opinions.

SP5 - Think about different beliefs to their own from a variety of religious faiths.

Within the unit on prejudice and discrimination students are able to:

M5 - A considerate style of life valuing all living things.

A respect for others' needs, interests and feelings as well as their own.

M3 - A desire to explore their own and others' views

Students have a number of opportunities to investigate moral and ethical issues for example:

M4/M5 - Students have the opportunity to discuss the morality of abortion and euthanasia in modern day society.

Students debate the rights and wrongs of prejudice and discrimination. They also have the time to look at the role of Martin Luther King Jr played in combating attitudes to racism.

their future wellbeing and that of their family and local community.

Participating in activities relevant to the community which take place in all year groups.

Students take part in a variety of opportunities that enable them to develop their personal qualities and skills for example:

SO4 -In year 9, students look at their own personal identity and look at differences within their gender and ethnicities. Identifying the interpersonal skills needed to live a law abiding life and play an active role in their own community.

SO5 - In GCSE RE students are given the opportunity to look at stereotypes within our society relating to the different roles of men and women and why sexism continues within some workplaces.

Classroom expectations are made explicit and students are both compliant and cooperative working in

society students are given time to:

C6 - In RE to explore the awe and wonder of the natural world and celebrate all living things in our world.

In RE students explore living in a diverse community with a multitude of faiths and beliefs.

Students also look at who inspires them within the Christian, Buddhist and Muslim faiths.

To understand, celebrate and respect diversity within our society students are given time to:

C1/C2 - Within GCSE RE students look at what it means to be part of a diverse community As part of the studies based on diversity students look at an example village that is both multi-cultural and diverse and how this relates to what it means to be British and celebrating our cultural diversity and achievements

C3/C4 - As part of these studies, students reflect and focus on their own local environment and how it compares to Britain as a whole

	<p>SP5 - Understand what these terms mean and how they can impact upon different people within different societies.</p> <p>Help students to understand the importance of tolerance within our school, local and wider community.</p> <p>SP5/SP6 -Within the Buddhism unit students are encouraged to reflect upon who inspires them.</p> <p>Within the Interfaith unit of work, students are able to debate what it is like to live in a multi faith society and how this can lead to a lack of community cohesion or a factor in promoting it.</p> <p>SP4/SP5 - All students are able to think, enquire and philosophise within all lessons. Each lesson has a detailed lesson plan and teachers are encouraged to differentiate to meet the needs of all students. Lessons are designed to</p>	<p>Students debate the morality of war and pacifism.</p> <p>Students in year 8 also engage in a lively debate on whether God exists and if so how do scientific theories fit into the creation theory.</p> <p>M1- Students are encouraged to know the difference between right and wrong not only within their own personal view of the world but also in how they view the world around them. For example:</p> <p>When looking at prejudice and discrimination students get to look at the rights and wrongs of migration and the multi-ethnic nature of British society.</p> <p>Students also are given the opportunity to look at religious food laws and why morally it may be wrong to eat a living creature.</p> <p>M4 -The Warrington Agreed Syllabus allows for clear planning and</p>	<p>partnership with their peers and teachers. For example:</p> <p>SO4/SO5 - In year 9 lessons on diversity in society, students are able to work as a team to prepare whole class presentations about the best possible pop group that represents all people no matter their race, ability, age or gender.</p> <p>SO3/SO4 - Students are able to debate the murder of Anthony Walker and to look at the emotive issues surrounding why this racist murder happened and what impact it has had on British society.</p> <p>Students are given many opportunities to reflect on what it means to be part of a community and how different communities make up the multi-faceted nature of our modern society. For example:</p> <p>SO4/SO5 - Students look at what it is like to live within a multi faith society and debate and discuss what impact this has upon community cohesion or the development of community segregation and social</p>	<p>as a diverse country and what the benefits and disadvantages are of living in a multi-ethnic society.</p> <p>Here students have many opportunities to reflect upon - as part of the enquiry and thinking sections of the lessons - how they arrive at a particular point of view. For example:</p> <p>C5/C6 - In debates about bringing back capital punishment, students have to come up with a stand point on the nature and function of execution and the impact it could have on our society.</p> <p>Likewise in debates on fertility treatments and on the causes and nature of war students have to be able to explain their own view point and be able to articulate a clear and logical reason for their personal opinions.</p>
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	<p>meet the learning needs of all.</p> <p>For example some lessons require students to:</p> <p>Complete individual research tasks</p> <p>Work individually, in pairs and in small groups</p> <p>Work as part of a team</p> <p>Use their numeracy and literacy skills</p> <p>Have opportunities to self and peer assess their own work and the work of others</p> <p>Engage in class debate.</p>	<p>delivering of curriculum content.</p> <p>Staff consistently model the behaviour they expect to see from their students.</p> <p>Staff are polite, firm but fair.</p> <p>Staff follow clearly embedded routines of behaviour management and expect students to focus on their learning at all times</p> <p>Students do not stop teaching or learning.</p>	<p>isolation. These debates are often brought back to the impact they have on our school community and what we can do as a school to make our community better.</p> <p>SO3 - Within year 8 and 9 lessons, students are given the opportunity to write letters to the Head teacher and Prime Minister to voice their opinions an ideas on how to make the school and society a better place based on their opinions.</p>	
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Science

<u>Science</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>Science is delivered at Culcheth High School in all key stages. Students develop their SMSC in a variety of ways based on practical, discussion and reflective tasks that take place in all Science lessons. The new curriculum for Science is based around problem solving and how to practically solve them. SMSC enables all students to think and challenge themselves to discover how each problem can be solved using Science.</p>	<p>SP2 - Sometimes science and spiritual ideas do cause conflict but in a modern society it is important to understand why these conflicts arise so we can respect the views of others and move forward.</p> <p>SP4 - It is also seen more often that science is able to stand alongside the spiritual beliefs of many. This is looked at often from a neutral stand point within science lessons.</p> <p>SP5 - Students can experience many moments within lessons that can lead to a 'wow' factor such as</p> <ul style="list-style-type: none"> • Using a van de graffe machine • Looking at how combustion can happen whilst burning methane • Questioning the solar system and reflecting on whether there is 	<p>M5 - Our understanding of Science has allowed us to develop technology we couldn't have imagined 50 years ago. M1 - We must now start to decide if we should complete all of the scientific activities we are able to do or morally should we decide not to.</p> <p>M5 - This can be as simple as should we test lifesaving medicines for humans on animals that then cause them cruelty? Or should we allow somatic or germ line cell therapy? Moral development is a vital part of any scientist's development.</p> <p>M3 - Students will need to develop a good understanding of it to firstly pass GCSE exams which always comprise of ethical questions but more importantly to become a good rounded scientist.</p> <p>M2 - In year 10 students are given the opportunity to focus on organ</p>	<p>So5 - Science is changing our society. The life expectancy is getting larger, people are driving more efficient cars and more and more people are putting solar panels on their rooftops. So1 - Our society has become dependent on scientific developments which we could not have foreseen 50 years ago and many of these are focused on within Science lessons.</p> <p>So5 - Students must consider their impact on the world around them and start to look at what they can do to help the next generation have a habitable planet.</p> <p>So4 - By looking at renewable energy and the use of solar energy, students can reflect on why this type of energy usage will help to sustain an environmentally friendly society.</p>	<p>C2 - Scientific development comes from all across the world, from people of all backgrounds and cultures.</p> <p>C4 - Some of science's most important discoveries have come from other parts of the world and it's important for students to understand this as many believe that progress comes largely from the UK or America. C5 - It is also important to understand how the different cultures around the world can have different impacts on the planet and what impact more economically developed countries have on poorer areas.</p> <p>C4 - At GCSE level, students focus on the development of humans from homosapiens and how culture and location within the world has impacted on the development of species.</p> <p>C5 - Within Chemistry lessons, students are taught to look at how can we</p>

	<p>more to life than this?</p> <p>SP4 - Students are given the opportunity to experience real-life problem solving challenges. In year 8 students are given a task of how to calculate speed, and with just the equipment needed to do this, students are left to work out how to do this by themselves. SP5 - From completing such a practical challenge students feel satisfaction and pride once the problem has been solved.</p> <p>SP3 - Year 11 students are given the chance to encounter shocking real life images of parasites attacking a human body and also what are the effects of taking pure Ecstasy for a person. SP5 - These both lead to students using their imagination and creativity to produce work around their findings and developed knowledge.</p>	<p>transplantation and whether cloning is a good thing or not. M3 - Students reflect on questions such as should a whole body be cloned using reproductive cloning or is therapeutic cloning of just an organ more acceptable within society?</p> <p>M1 - Nuclear fusion is debated and the merits and uses of using nuclear power are debated and thought about by students.</p> <p>M1 - Year 8 students learn about the moral dangers of society legally allowing cigarettes and alcohol to be bought, but then this may lead to addiction for many.</p> <p>M5 - Students in year 10 focus on diabetes and the rate of this being caused due to obesity. M4 - By looking at ways to morally develop health education for society, students are taught about prevention, education and cure for diabetes developed due to obesity.</p>	<p>So1 - Students in year 10 are given the chance to reflect on scientific research in relation to drug trialling. By looking at various examples of drug trials being completed, So5 - students reflect themselves on which would be the best to continue in order to make the biggest impact on future society.</p> <p>So4 - Evolution and the impact of scientific theories that have been discovered in relation to society and people are also looked at. Why people are changing still and what impact this will have for society in the future.</p> <p>So5 - Laws for society are focused on, such as the classification of drugs and how the units of alcohol system works.</p> <p>So1 - Students can reflect on the need for drug and alcohol laws based on the strength and impact each may have on a body if consumed and what impact this may have for the rest</p>	<p>improve things? And focus on the cultural way Science is used in Western society in order to improve and help lifestyles or technology.</p> <p>C6 - extra-curricular event that has become popular to attend is the Moon watch and this is organised by Science. Staff from Jodrell Bank bring telescopes and resources used in teaching about space in to school, enabling all students to culturally develop a deeper awareness of space and the solar system.</p> <p>C4 - Key scientists that are studied and the cultural context of each of these people is also reflected on. They include:</p> <ul style="list-style-type: none"> • Newton • Darwin • Mendel • Mendeleev • Galileo • Kepler • Frankiln
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