

SMSC Whole School Map

Spiritual development

Through the curriculum, pupils develop:

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

Subject/area	SMSC strengths
Whole school	<p>Strong creative subjects, popular in KS3, 4 and 5 with strong outturn data</p> <p>School expectations are that students complete DIRT after each assessment to reflect on learning progress and any gaps in knowledge, uplevelling, redrafting and improving work within their curriculum sequence.</p>
English	<p>Authors chosen for study are prolific writers who wrote to earmark history and make social or political comments of the time: Priestley, Orwell, Shakespeare, Dickens...</p> <p>Gothic unit explores the impact of Catholic faith on literature.</p>
Maths	<p>Consistent use of DIRT within the programme of study to strengthen students' reflective skills.</p> <p>Implementation of the plenary wheel allowing students choice over how they convey their feelings about their learning journey.</p> <p>Careers related information found on displays and regularly linked through lessons in careers week.</p>
Science	<p>Students explicitly cover the development of the periodic table in assisting their understanding of the development of Science.</p> <p>Many elements of Science link explicitly to the real world, covering relevant topics such as pollution, drug misuse, illness and disease</p> <p>Students are given responsibility for completing experiments. They have to creatively consider the outcomes of the experiment before applying a method to test their theory. This</p>

	<p>is often done in groups and further supports their ability to listen to and respect others' feelings.</p>
Design	<p>Creativity underpins everything within design - students have free reign to make sense of art and create their own.</p> <p>Each unit within Design is inspired by different artists, different cultures and different talents.</p> <p>At KS5 political designs are incorporated into the curriculum.</p>
Business / IT	<p>Students reflect on the development of tech and how this has influenced their lives - this is a running theme when considering each new focus.</p> <p>The subject lends itself to creative thinking as students consider the future and technological innovation.</p> <p>As students get older, they have more opportunity to become creative, with specific audiences to consider as they develop products / marketing.</p> <p>Students must consider the user and try to imagine their work from the point of view of others - stakeholders, consumers etc.</p> <p>Students progress through i-badge certificates which helps them to reflect on strengths and weaknesses.</p>
Citizenship / RS	<p>Y7 - Term 4 - The work of Desmond Tutu Y7 - Term 1 - Symbolism within the faith of CofE church Y8 RS - Term 1 - Hinduism; Nature of God Y8 Christianity - Term 2 - How do Christians respond to fear? Atonement</p>
History	<p>At least one unit per key stage focuses entirely upon the spiritual beliefs of another time - students explore the origins of beliefs and how belief systems affect daily life.</p>
Geography	<p>Units are embedded for KS3 and KS4</p>

<p>MFL</p>	<p>A deeper understanding of Spanish and German cultures, celebrations and religious festivals.</p> <p>Popular trips, including to other countries, to experience first hand other cultures, learning about the world around them</p> <p>Topics directly compare societal views held in the UK with those in other countries - poverty, education, norms and values, food etc building year upon year on student knowledge</p> <p>Embedded oracy activities encouraging students to imagine themselves in other worldly scenarios</p>
<p>Media / Film</p>	<p>Students heavily research the industry to find out how media / film is shaped and shapes them.</p> <p>Independent unit on students' life experiences through creating their own short film about identity.</p> <p>Unit on representation so students are aware of bias and can discuss disparity of representation.</p>
<p>PA</p>	<p>As a creative subject, PA thrives on students being able to express themselves creatively - choosing their own moves, music and words to show how they are thinking and feeling.</p> <p>Embedded opportunities for students to create rather than be led.</p> <p>Opportunities for students to showcase their work regularly in a safe and supportive atmosphere.</p>
<p>PE</p>	<p>Developing resilience - reflecting on performance and continually improving.</p> <p>Providing a range of roles for students to play so they understand the strains of different jobs - players positions, coach, referee etc.</p> <p>Lots of opportunities for students to lead in their learning and direct one another.</p> <p>Fixtures provide students with the opportunity to learn about other schools and share strategies for success.</p> <p>Embedded Y7 Criss-Cross day sponsored bike ride - collegiate fundraiser.</p>
<p>PSHE</p>	<p>7 units across KS3 and KS4 covering mental health awareness, prejudice, recognising differences and forming healthy relationships to name a few. Lessons encourage discussion and prompt students to relate content to their everyday lives.</p>

Social Sciences	Students have regular opportunities for discussion and sharing ideas. They develop respect for others as they cover a range of different communities and their beliefs, what holds them together as a society, how a subculture develops and how deviance is dealt with.
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Moral development

Through the curriculum, pupils develop:

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

Subject/area	SMSC strengths
Whole School	<p>Well embedded Respect and Pride mantra for students to follow - clear expectations set by the school with clear sanctions</p> <p>Work experience opportunities for Y7, Y8 and Y12</p> <p>A well developed and responsive PSHE programme</p> <p>Popular social sciences options in EPCS6</p>
English	<p>Morality is a key focus in many of the non-fiction studies as protagonists are exposed to morally significant choices: Sephy in N+C, Pip in G.E, Romeo and Juliet...</p> <p>Students are provided with regular opportunity to discuss moral choices and indeed the consequences of immoral choices</p>
Maths	<p>Embedded student voice to encourage sharing of views, leading to discussion and solution.</p> <p>Statistics unit to discuss the use of data in aiding decision making - link to ethics and majority led data in making changes that impact everyone.</p> <p>Gambling and risk assessing within the Probability unit of work.</p>
Science	<p>Many elements of the Science curriculum involve students discussing the ethical perimeters of research and the ethical implications on society: genetic modification, selective breeding, plant growth and farming...</p>
Design	<p>Students consider the possible interpretations of work - exploring the controversial and critiquing one another's work.</p>

<p>Business / IT</p>	<p>All students complete an e-safety unit and earn a certificate they must sign to say they will continue to safely and appropriately use computers in school.</p> <p>Safer internet day is a whole school initiative led by the dept.</p> <p>Cyber bullying within the curriculum allows students opportunities to discuss online etiquette.</p> <p>During the creative process, students consider their legal and moral duty in creating a successful product.</p> <p>Lots of oracy opportunities embedded to debate issues such as using land to build a new shop - considering the impact of others in the community and role playing.</p> <p>Case studies are common in KS4 and allow students to engage with the legal system - misuse of tech.</p>
<p>Citizenship / RS</p>	<p>An embedded 'rights and responsibilities' unit in Y10 ensures total coverage of this content. Students consider a variety of case studies to debate human rights violations and establish what a fitting punishment is considering multiple crimes.</p>
<p>History</p>	<p>Detailed exploration of the Slave Trade, Apartheid and Nazi Germany facilitate deep discussion on moral duty - students consider right and wrong and how we learn from the past.</p> <p>USA - 1865-1975 - segregation, Jim Crow, civil rights at KS5</p>
<p>Geography</p>	<p>Numerous opportunities presented to students to discuss and debate the moral obligations all of us have to looking after and prolonging the life of our planet. Students consider strategies to reduce climate change and evaluate current processes in place to minimise damage.</p> <p>Students in KS4/5 focus on Globalisation, issues and pragmatic resolution.</p>
<p>MFL</p>	<p>Having a 'give it a go' attitude to speaking in a foreign language for different purposes.</p> <p>Topics include social issues with students crafting speeches that offer their own opinions.</p>
<p>Media / Film</p>	<p>Challenges preconceived ideas about characters through researching various texts, adverts, films.</p> <p>Analysis of the media with attention to controversial media develops student thinking about mass manipulation and the ethics of working within the industry.</p>

<p>PA</p>	<p>Embedded oracy framework supports student feedback - continual opportunity and expectation to review one another's work considering social and emotional skills.</p> <p>KS4 opportunities to investigate the music industry and discuss the treatment of musicians.</p> <p>Responsibility of working in a group - elements of the BTec require students to work as an ensemble so students have a moral duty to perform to support one another's grade.</p>
<p>PE</p>	<p>Health and Safety is crucial so students are informed of right and wrong before lessons enable physical activity to take place.</p> <p>Review of other fixtures - encouraging students to assess sport and analyse examples of foul play, discussing the consequences.</p> <p>Regular support of Sport Relief and use of school resources to recognise the importance of sport for all - equity.</p>
<p>PSHE</p>	<p>The Prevent Strategy is covered in both KS3 and KS4 so students are explicitly taught about what constitutes a criminal act, specifically an act of terror and know the ways in which vulnerable groups i.e. children can be targeted and indoctrinated.</p> <p>A unit on Kindness Spotting in KS3 encourages students to recognise morally decent choices made by their peers and celebrate one another's successes.</p> <p>Empathy and sensitivity is also covered in a KS3 topic on giving feedback.</p>
<p>Social Sciences</p>	<p>Students reflect on their own experiences considering how they develop a moral compass and contribute positively to society. They discuss whether approaches to analysing society are outdated, whether we are postmodern. They consider ethical implications of psychological assessment, treatment, assigning rules of law and punishment.</p> <p>Multiple approaches consider the ongoing debate of nature vs nurture in deciding who is responsible for one's own actions.</p>

Social development

Through the curriculum, pupils develop:

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

Subject/area	SMSC strengths
Whole School	<p>Strong careers support with numerous local business partners providing additional opportunities to learn about the workplace</p> <p>Opportunity for all students to access extra-curricular clubs</p> <p>Students used as our best ambassadors for the school, supporting Open Evening / Transition events</p> <p>Links to British Values within Criss-Cross day activities covering all year groups</p> <p>Structures for talk provided through consistent oracy teaching focus, giving students the tools needed to resolve conflict and seek resolution in discussion</p>
English	<p>Links to British Values are clear as students cover a broad range of famous British texts, covering a mass of time and showcasing to students the changes made in society. There are also units that link explicitly to the work of History and the Humanities department.</p>
Maths	<p>Sixth form careers talks - sharing experience of A level maths with younger years.</p> <p>Over 10 units across KS3 and KS4 that link explicitly to social situations that require Maths skills.</p>
Science	<p>Students evaluate how Science is portrayed in the media. Considering different groups of scientific thinking.</p>
Design	<p>A wide range of work is shared with students to cover different religious, ethnic and socio-economic backgrounds</p>

	<p>We encourage all students to interpret the work of Artists and Photographers and develop their own personal responses in relation to these. British values, or any nationally derived identity can be seen in all Art and Photography. It is our students task to identify these and comment on them visually.</p>
Business / IT	<p>Digigirlz event</p> <p>Considering how technology further advances a country - considering our position as a country within the world and how power links to progressive technology.</p> <p>The curriculum covers a wide range of tech users, considering a range of scenarios and jobs that promote discussion.</p>
Citizenship / RS	<p>Entire 'Life in Modern Britain' unit in KS4 covers this criteria in its entirety.</p>
History	<p>Clear coverage of BV and how these have developed over the years. History of the development of human rights and what constitutes a functioning society.</p>
Geography	<p>At least one scheme of work per key stage focuses on our moral duty as citizens of planet Earth and how we should all be contributing positively.</p>
MFL	<p>Opportunities for students to imagine different scenarios in other countries (role play)</p> <p>Developing strong interpersonal skills as a subject that focuses equally on the skills of reading, writing, speaking and listening.</p> <p>Trips to ensure students have real life experiences.</p>
Media / Film	<p>Film students study UK social realist films which reflect how Britain was represented during different time periods/decades, gaining an understanding of how the UK's values have changed.</p> <p>The curriculum responds to events in the current Media so students become impassioned about the content of the course and understand the importance of their own voice.</p>
PA	<p>Strong ties with SHP (School Governor link) which supports students with regular opportunities to visit and perform in a range of locations</p> <p>Curriculum considers impact of the creative arts on society, provoking discussion on the power of the arts vs conflict.</p>

<p>PE</p>	<p>Regular opportunities to work within a team - highlighting the importance of communication / morale boosting.</p> <p>Groupings are varied and considered.</p>
<p>PSHE</p>	<p>Well embedded 'current affairs' topics of discussion starters encourage students to engage with the news and discuss modern issues. (BOTH KS3 and KS4 from Term 4 onwards)</p> <p>Clear recognition of British Values as topics are chosen to ensure coverage:</p> <ul style="list-style-type: none"> - mutual respect and tolerance through RSE unit. - mutual respect through respecting differences unit - PREVENT
<p>Social Sciences</p>	<p>British Values are taught explicitly within Criminology so students understand the process of defining crime, punishment and rehabilitation. Students consider the origins of human rights and how individuals are protected, even when they commit a crime. Students cover a wide range of scenarios and real life case studies in all of the SS that cover a range of individuals from different religious, ethnic and socio-economic backgrounds. Through use of discussion guidelines they are able to have sensible discussion despite the sensitive or controversial nature of the topic.</p>

Cultural development

Through the curriculum, pupils develop:

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

Subject/area	SMSC strengths
Whole School	<p>Units of work within KS3 Humanities curriculum (core) focus on understanding the history of Bracknell (assisted by corridor display)</p> <p>Annual election process to determine student council providing students with familiarity of real world democratic systems, from manifestos, to registration, voting and results.</p> <p>Continued work from the Student Council promoting the value of student voice.</p> <p>Strong performance department that offer termly showcases for parents, often raising money for chosen charities</p> <p>Strong PE department with leadership opportunities for students that lead to additional certification (YSA / SLA)</p> <p>Criss-Cross days provide all students with the opportunity to contribute to creating murals for permanent display around the school site</p> <p>Guided reading programme offers students a range of literature from different cultures with protagonists representing a range of ethnicities and religious backgrounds.</p>

<p>English</p>	<p>Exploring contexts such as 19th Century literature and Elizabethan texts enables students to explore their individual heritage and gain an understanding of developments within Britain over the course of the past 400 years.</p> <p>Students are also exposed to cultural depictions of the texts studied through watching live performances by the poets themselves through Poetry Live or through watching recorded performances of the plays studied.</p>
<p>Maths</p>	<p>Teaching of important Maths figures in History: Pythagoras etc</p> <p>Topic 15 on Ratio and Proportion when understanding the currency usage in different countries and use of maps world wide including the scale used.</p> <p>Unit 15 - Understanding plans and elevations in terms of reading maps, what may be of best use in advertising, further e.g. plan of the players on Fifa game to understand where the players are on the pitch</p> <p>Unit 18 - Standard form - Seeing where standard form can be used in real life e.g. measuring long distances to stars and planets, measuring weight/length of a cell, atoms, Bill Gates net worth</p>
<p>Science</p>	<p>Students demonstrate their understanding that scientific development comes from all around the world, from people of all backgrounds and cultures.</p> <p>Students explore, understand and respect diversity. They explore the role scientists have played in our society.</p>
<p>Design</p>	<p>When culture is combined with Design, it has the ability to generate empathy, stir up dialogue, induce reflection and charter new relationships and understanding. Students are encouraged to make these links with a wide range of artists, reflecting on the artist's work critically, learning through practical experience and demonstrating knowledge and understanding of sources that inform their creative intentions.</p>
<p>Business / IT</p>	<p>The course covers the history of technology and its advancement over the years.</p> <p>Whilst studying various aspects of iMedia students are asked to reflect on how different cultures are portrayed on or within the media and why or who is portraying them in this way. Students are also challenged to think about how differing cultures can be offended by media products that have been miscommunicated or are translated ineffectively.</p> <p>Pupils consider how media agencies target different demographics and learn about the categories that are used to segment the market such as age, ethnicity, income and gender.</p>

	<p>They will be taught about creating neutral campaigns and how some campaigns alienate different communities.</p>
<p>Citizenship / RS</p>	<p>In KS3 students consider the beginnings of tradition: Christmas and The Seder.</p> <p>A unit on 'rights and responsibilities' in KS4 covers the concept of identity, democracy, law and order.</p>
<p>History</p>	<p>Students not only understand the history of an event, they gain an appreciation of the literature, art and creativity to come from the event. Students recognise changes within society as a result of periods of conflict and evaluate meaning in an array of sources presented to them.</p>
<p>Geography</p>	<p>Changes the planet has undergone are considered in both KS4 and KS5. Strategies for successful integration within a new population are the focus of a multicultural unit in Y11.</p> <p>Students are exposed to the various different types of society that have formed over time to build our population to that which it is today.</p>
<p>MFL</p>	<p>Strong values for other cultures, promoting the beauty of diversity.</p> <p>Dispelling myths about other cultures and 'difference'</p> <p>Students naturally uncover the things we have in common through the development of their MFL curriculum</p>
<p>Media / Film</p>	<p>Present day multicultural Britain is the focus of many stimuli used within the PoS.</p> <p>Focus on social realism as students consider how media / film has changed over the years to reflect society.</p>
<p>PA</p>	<p>Students explore a range of styles and artists from different backgrounds and ethnicities.</p> <p>Developing an appreciation of the wide range of cultural influences that have shaped their upbringings and the social/cultural circles.</p> <p>Within Drama, role play is essential in supporting students' understanding of others, 'in their shoes'.</p> <p>Continual reflection of the things we have in common across cultural, religious, ethnic and socio-economic communities.</p>

<p>PE</p>	<p>Inclusion of less well known games, including games that originate in other countries.</p> <p>Use of successful sports role models from a range of different backgrounds and countries.</p>
<p>PSHE</p>	<p>Thinking and Understanding Others unit encourages students to be introspective and consider the diversity of our own school population and the population of Bracknell.</p> <p>Acceptance of different opinions and viewpoints is essential in PSHE as the creative and discussion led environment of the course ensures that each pupils work is individual and pupils must learn to accept the view points, tastes and ideas of others.</p> <p>Students explore how developments in technology have changed our culture, particularly the rise in social networking sites and the ability to communicate instantly across National and International borders.</p>
<p>Social Sciences</p>	<p>SS explicitly covers a range of different cultures so that students can compare the making of laws, treatment of mental health or division within society. They research the history of civilised society and the evolution of individualism.</p>