

## SMSC: Spiritual

Students are encouraged to explore their beliefs; respect faiths, feelings and values; enjoy learning about themselves and the surrounding world; use imagination and creativity; and reflect. Students' spiritual experience is developed through their ability to:

- be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values;
- having a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible;
- using their imagination and creativity in learning;
- showing a willingness to reflect on their experiences.

Self-knowledge, self-esteem & self-confidence	Ability to be reflective about their own beliefs	Knowledge of and respect for different people's faiths feelings and views	Sense of enjoyment fascination about themselves others and world around them	Use of imagination and creativity in their learning	Willingness to reflect on their experiences
<ul style="list-style-type: none"> <li>• ENG: All KS3 SoW have opportunities built in to develop oracy and confidence with speaking in public forums.</li> <li>• PE: Y7/8 - Leadership skills.</li> <li>• HIST: Students discuss &amp; provide substantiated judgements, using key terminology.</li> <li>• MUSIC: Y7/8/9 Regular performances to a range of audiences developing self-esteem and confidence.</li> <li>• DRAMA: KS3 - leadership a key focus. Positive reinforcement used to build confidence from peer perspective.</li> <li>• PSHE: Y7 - volunteering to build self-esteem &amp; confidence. Puberty to build self-esteem and confidence in a changing body, mental health. Y8 - alcohol, drugs &amp; vaping misuse, self-worth &amp; consent. Y9 - personal strengths.</li> <li>• RE: Y8 - Issues of prejudice, justice and conflict. Y7 - Is religion relevant, suffering, death &amp; afterlife</li> </ul>	<ul style="list-style-type: none"> <li>• SCI: KS4 Eval of global warming, selective breeding, genetic engineering, risk factors and lifestyle choices, use of stem cells, use of alt energy res.</li> <li>• HIST: Eval of issues (racism, homophobia, persecution of minorities &amp; how this can dev based on community &amp; personal exps).</li> <li>• ART: Students dev responses to identity &amp; belief.</li> <li>• DRAMA: students create drama from a stimulus to engage with own beliefs.</li> <li>• PSHE: Students encouraged to offer own opinions &amp; beliefs &amp; listen to the those of others.</li> <li>• GEOG: Evaluation of issues (global warming, deforestation, energy sources &amp; exploit, exploit of workforces &amp; env).</li> <li>• RE KS4: Students encouraged to express opinions about diff ethical issues studied. Ethical topics include Relationships &amp; Families, Peace and Conflict, Crime &amp; Punishment, Abortion &amp; Euthanasia. Religious &amp; non-religious attitudes discussed.</li> <li>• FOOD: Cult &amp; religious beliefs &amp; impact on lifestyle &amp; food.</li> </ul>	<ul style="list-style-type: none"> <li>• ENG: All KS4 SoW increase know of different people and their faiths, feelings and views. (Lan P2 Viewpoints &amp; Perspectives, Anth, AIC, ACC).</li> <li>• MUSIC: Context of musical periods inc the impact of faiths on music (baroque, classical, romantic period, 20<sup>th</sup> C).</li> <li>• PSHE: y11 different points of view about abortion &amp; different family styles investigated.</li> <li>• ICT: Unit 1- Media Representations; analysis of different cultural mediums, their views and how these are portrayed within the media sector and products. Always challenging their purpose.</li> <li>• FOOD: Yr8 - look at vegetarians and food choice Also look at Multicultural products Yr 9 - British and International Cuisine, eating patterns, celebrations, preferences</li> <li>• RE: Y 7/8/9 reflect on own beliefs in each lesson and where they align with other beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• ENG: All texts studied promote awareness of the world and a curiosity about different exps.</li> <li>• SCI: KS3 considers big ideas: Forces, Energy, Waves, Electromagnetism, Matter, Reactions, Earth and Space, Organisms, Ecosystems &amp; Genes.</li> <li>• ART: Students learn to notice, to observe and appreciate both beauty and awe in the everyday and the wider world. Students learn how ideas, feelings &amp; meanings can be conveyed &amp; interpreted in images &amp; artefacts; how images &amp; artefacts relate to the time &amp; place they were made &amp; to their social &amp; cultural contexts.</li> <li>• MUSIC: Students provided with opps self-expression via performance, composition &amp; appraising components.</li> <li>• PE: Sport around the world, where students dev their understanding of the origins and development of some sports.</li> <li>• PSHE KS3: career opportunities.</li> <li>• GEOG: Y7 Fantastic places, a journey around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• ENG: Original writing (both creative and transactional) are cornerstones of the curriculum.</li> <li>• SCI KS3: Models are used to explain abstract concepts. Students expected to use their creativity to understands atoms and cells too small to see.</li> <li>• MATHS: Reflecting on and critiquing solutions &amp; examples.</li> <li>• ART KS3: Development of original design ideas and outcomes in every unit of work.</li> <li>• Drama: Creativity of expression and variety in the use of language used to express ideas and justify points of view.</li> <li>• MUSIC: Explored through individual performances &amp; compositions.</li> <li>• PE KS4: Activities allow students to be creative and imaginative, part when applying tactics &amp; strategies</li> <li>• Creating volunteering and leadership opportunities.</li> <li>• FOOD: Responding to a brief &amp; creating own menu which is planned, prepared &amp; presented.</li> </ul>	<ul style="list-style-type: none"> <li>• MATHS: Discussions on whether or not certain models are appropriate.</li> <li>• ART: Students develop into reflective practitioners, are able to critically evaluate how their art has realised intentions. They can convey how another practitioner's work has affected them and how it can elicit an emotional response.</li> <li>• HIST: History requires imagination with skills such as, empathy to understand the key questions about the past.</li> <li>• MUSIC: Analysis and evaluation skills are threaded throughout curr, where students reflect on their performances &amp; comps.</li> <li>• DRAMA KS4: Creativity through expression and reflection of own experiences brought to roles in performance.</li> <li>• PE: Analysis and evaluation skills are thread through both GCSE PE and BTEC Sport, whereby students must reflect on their sporting experiences.</li> <li>• PSHE: Y7 - Mental health, stereotypes, online bullying, puberty. Y8 - daily wellbeing, relationships.</li> </ul>

## SMSC: Moral

We help students to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. Students' moral experience is developed through:

- their ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives;
- having an understanding of the consequences of their behaviour and actions;
- developing an interest in investigating, and offering reasoned views about, moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.

<b>Recognise differences between right and wrong. Apply this understanding in own lives. Recognise legal boundaries respect civil and criminal law</b>	<b>Understand consequences of their behaviour</b>	<b>Offer reasoned views about moral and ethical issues</b>
<ul style="list-style-type: none"> <li>• ENG KS4: At KS4, Macbeth, An Inspector Calls and A Christmas Carol SOWs encourage students to consider the consequences of their own and others behaviour with a focus upon the impact this can have upon themselves and wider society.</li> <li>• SCI KS4: The use of cloning; Use of fossil fuels; Deforestation; Animal rights in drug testing.</li> <li>• HIST KS3: Reflection across a number of topics on key issues such as racism, homophobia and the impact this behaviour can have in society.</li> <li>• PSHE KS3: Y7 - Consent, rights &amp; responsibilities. Y8 - Drug, alcohol &amp; vaping use. Discrimination &amp; radicalisation, consent.</li> <li>• RE KS3: Y8 - Issues of prejudice, justice and conflict. Y7 - is religion relevant, suffering, death and afterlife.</li> <li>• ICT KS3: Year 7, 8 &amp; 9 HT1 - Esafety: students cover topics as stated below- stereotypes, exploitation, cultural exploitation, County Lines, Child Sexual exploitation, Better Internet use, Bias, social media. Both positive and negative examples shown throughout topics &amp; discussed at length with students.</li> <li>• ICT KS4: CMP, E+M- media differences, media content differences between different cultures and countries. Challenging stereotypes, gender, age, socio-economic, lifestyle profiles. Media laws; legal, moral and ethical issues relating to all media types and creation of content. E+M- legal, moral and ethical issues relating to all topics within Business.</li> <li>• ART/PHOTOGRAPHY KS4: Understanding the importance of copyright, stock images and the law. Copyright issues including commercial vs. non-commercial use. The photographer is always the copyright holder. How to take proactive steps to protect photos against unauthorized use, especially for money.</li> </ul>	<ul style="list-style-type: none"> <li>• ALL: Applying behaviour policy and expectation in lessons</li> <li>• ART KS3: Health and safety in use of specialist equipment. Respecting the practical environment.</li> <li>• HIST KS3: Reflection across a number of topics on key issues such as racism, homophobia and the impact this behaviour can have in society.</li> <li>• PSHE KS3: consent, online, relationships. KS4: Understand consequences of behaviour and how/why law and order has developed over time to reflect changing attitudes regarding management of negative behaviour and crimes.</li> <li>• ICT KS3: Use of computer network and Internet in line with the Acceptable User Policy. KS4: CMP- analysis of behaviour and character traits across a range of media products to make a comparison between reality and fakery. KS5: Security of computer systems is taught in depth. This includes discussion around hacking and what prosecution can happen as a result.</li> <li>• PE KS4: Sanctions for breaking sporting rules and laws will be explored.</li> <li>• PSHE: Y10 look at gangs, drugs and alcohol and the consequences of involvement with these. Y11 - assessing issues around sexual activity, pregnancy and STI's.</li> <li>• RE KS4: Specific unit on Crime and Punishment and KS3: Justice</li> <li>• H&amp;SC KS4: Case studies in Health and Social care considering the impact of behaviours in the Health sector and their consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• ENG: As a discipline, English encourages empathy, through showing us multiple artistic expressions of the human condition and stimulating reader responses to them. The curriculum demands exploration of pertinent moral and ethical issues through text choices. Issues explored include child poverty; responses to gender roles over time; treatment of class and the poor (AIC, ACC etc.) students cover a diverse range of cultures and their responses to historical issues and those of prejudice (Diverse Voices etc.).</li> <li>• SCI: KS4 - Human impact upon our planet and environment; The ethics of cloning and genetic testing; The debate on the use of alternative energy forms (impact of wind farms or the use of bio fuels); The safety of nuclear fuels and reactors.</li> <li>• GEOG: KS4 - Human topics touch upon Government influence and corruption. Examine the reasons for the development gap being in existence &amp; discuss implications of this in terms of legacy &amp; how right/wrong it is that a country can develop at the expense of others. Y7 - Migration - looks at a range of reasons for migration and implications for all parties</li> <li>• HIST KS3: Extended writing across KS3 allow students to consider differing points of view and make a judgement whilst respecting difference of opinion..</li> <li>• ART KS4: Students may come across work by photographers and artists which challenge the status quo or question an orthodoxy e.g. Don McCullin, Tracey Emin, Banksy. Mutual respect &amp; tolerance of different faiths is explored throughout curr: students study a range of artists, designers &amp; craftsmen of different faiths, beliefs &amp; cultures.</li> <li>• FOOD: Students are encouraged to express their view and opinions - with respect to food production, food provenance, climate change.</li> <li>• PSHE: Students discuss a wide range of moral and ethical issues including abortion, forced marriage contraception.</li> </ul>

## SMSC: Social

We investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance. Students' social experience is developed through their:

- using a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds;
- being willing to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively;
- accepting and engaging 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;
- develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute to life in modern Britain.

Use range of social skills - work and socialise with other students incl. those from different religious backgrounds	Willingness to participate in community and social settings	Offer reasoned views about moral and ethical issues
<ul style="list-style-type: none"> <li>• MATHS: Willingness to discuss solutions and methodology for problem solving, comparing different approaches.</li> <li>• ICT: Students work collaboratively throughout the course which allows them to develop communication skills and challenge each other's beliefs in relation to media types and products.</li> <li>• H&amp;SC: Group discussion is planned into most lessons, discussion of case studies.</li> <li>• DRAMA: Students work collaboratively throughout the course which allows them to develop communication skills and challenge each other's beliefs.</li> <li>• ART: Students take part in group critiques where work is discussed in a supportive way to further personal development of themselves and their peers.</li> <li>• MUSIC: Students work collaboratively throughout the curr.</li> <li>• PE KS4: Physical activities all offer opportunity for students to socialise in order to make progress within the context of the lessons. Students are also presented with opportunities to develop social skills during their role as a sports leader when studying BTEC Sport</li> <li>• PSHE: KS4 - Y10 FGM, Y11 FGM. Managing relationships both in person and online Y11 HT5, Y10.</li> </ul>	<ul style="list-style-type: none"> <li>• DRAMA: Students work with younger year groups to support the learning of others as well as push their own learning forward.</li> <li>• ART: KS4 Students are encouraged and given the opportunity to take part in school community exhibitions as well as the wider community e.g. the Jubilee Art Exhibition, Final Year Exhibition and upcoming BALTIC 39.</li> <li>• MUSIC: Students perform at a range of settings both in the community and wider a field including the Sage, Gateshead.</li> <li>• PE KS3 &amp; KS4: Pupils are expected to work within different groups settings relating to appropriate sports. Extra-curricular activities and clubs provide opportunities for students to engage in community and social settings.</li> <li>• ICT KS3: All topics: students are given the opportunity to discuss and communicate around all projects covered at KS3. These are built into the SOW. Students provide verbal feedback to others as part of feedback.</li> <li>• PSHE: Opportunity to be involved in whole school charity events, act as reading ambassadors for students in Year 7.</li> <li>• RE KS3 : Social Justice</li> </ul>	<ul style="list-style-type: none"> <li>• ENG: As a discipline, English encourages empathy, through showing us multiple artistic expressions of the human condition and stimulating reader responses to them. The curriculum demands exploration of pertinent moral and ethical issues through text choices. Issues explored include child poverty; responses to gender roles over time; treatment of class and the poor (AIC, ACC etc.) students cover a diverse range of cultures and their responses to historical issues and those of prejudice (Diverse Voices etc.).</li> <li>• SCI: Y10 &amp; 13 Genetic engineering and screening of genetic disorders and inheritance.</li> <li>• GEOG: KS4 - Globalisation - exploitation of workforces, environmental controls. Economic development at the expense of the environment including issues such as climate change and deforestation.</li> <li>• ICT: The trade-off between burning of E waste in developing countries and local employment. Students are encouraged to debate for cleaner work for those in developing countries.</li> <li>• ART KS4: Students demonstrate critical understanding and develop reasoned views through investigation and in-depth study of sources.</li> <li>• FOOD: Students are encouraged to express their view and opinions - with respect to food production, food provenance, climate change.</li> <li>• PSHE: Students discuss a wide range of moral and ethical issues including abortion, forced marriage contraception.</li> </ul>

## SMSC: Cultural

We appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity. Students' cultural experience is developed through:

- having an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- having an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain; having a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- being willing to participate in, and respond positively to artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities;
- having an interest in exploring, understanding, respecting and celebrating cultural diversity as shown by their attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

<b>Understand and appreciate wide range of cultural influences that have shaped their own heritage and that of others</b>	<b>Understand and appreciate different cultures in school and further afield</b>	<b>Knowledge of Britain's democratic parliamentary system and its central role in shaping history and our lives</b>	<b>Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</b>	<b>Interest in exploring improving understanding of and showing respect for different faiths and cultural diversity</b>	<b>Understand, accept and respect diversity. Shown by respect for and attitudes towards different religions, ethnic groups in local national and global communities</b>
<ul style="list-style-type: none"> <li>• ENG: At KS3, historical, social and culture context are built into SoW to develop understanding of a range of cultural influences which have shaped their own heritage and that of others.</li> <li>• ART KS3: Analysis of artwork from other cultures &amp; historical periods throughout all projects.</li> <li>• GEOG KS3: Y8 - Globalisation &amp; how global influences shape our lives. Y7 - Reasons for the development gap existing.</li> <li>• RE KS3: Year 7 HT1 - is religion relevant? KS4: In-depth studies of Christianity and Islam &amp; how they influence society.</li> <li>• PSHE KS4: Y10 - drugs &amp; gangs. Y10&amp;11 - consider impact of environment on mental health. Y11- responsible health choices.</li> <li>• H&amp;SC KS4: Students taking into account individual's beliefs and values as well as moral &amp; ethical issues in the H&amp;SC prof.</li> </ul>	<ul style="list-style-type: none"> <li>• ENG: Individual Voices SoW in Y7 covers diverse cultures.</li> <li>• MATHS: Knowledge of mathematical development by other cultures.</li> <li>• ART KS3/4: Students are taught about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>• MFL KS3: Penpal programme to gain first-hand experience of different cultures.</li> <li>• MUSIC KS3: Studying music from different cultures including musical fusions, folk music, blues music. KS4: Exploring other cultures through a wide range of musical styles and genres including western classical tradition and non-western trads</li> <li>• PSHE KS3: Y7 – Diversity. Interfaith conference. KS4: Y10 &amp; Y11 FGM. Y10- Equalities Act.</li> <li>• TECH KS3: Looking at British and International Cuisine. Y7&amp;8 - Students study social, moral and cultural influences on design.</li> </ul>	<ul style="list-style-type: none"> <li>• HIST KS4: Importance of democracy and how laws can be changed and adapted according to the will of the people. KS5: Y12 Protest, Democracy &amp; Reform.</li> <li>• PSHE: Tutor programme: Mock election &amp; student council elections.</li> <li>• GEOG KS4: Economic change unit identifies Gov influence in the UK, and the impact this has upon the economy both now and in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• ART KS3: Taking part in visiting artists' workshops, gallery visits where possible. Laing, BALTIC and Hatton in KS3.</li> <li>• MUSIC: This is developed throughout SoW and there are frequent opportunities to participate in musical activities including whole school production, choir, band, individual rehearsals, peri lessons, MT trips, watch performances.</li> <li>• PE: We offer a wide range of sporting activities.</li> <li>• TECH: Y7&amp;8 Students produce mood boards when designing which allows them to explore the work of past/other designers as a source of inspiration and motivation for product development.</li> <li>• ART/PHOTOGRAPHY KS4: Taking part in visiting artists' workshops, gallery visits.</li> <li>• DRAMA KS4: Students engage in whole school productions.</li> <li>• PSHE: Reinforcing wide ranging extracurricular programme. Importance of volunteering.</li> </ul>	<ul style="list-style-type: none"> <li>• ENG KS4: Poetry Anthology SOW explores cultural diversity in Britain &amp; the need to respect different faiths &amp; cultures across the world. (Tissue, Checking Out my History, Kamikazie, The Emigree).</li> <li>• MUSIC KS4: Exploring different cultures through musical genres, styles and traditions inc blues, jazz, bhangra, afro.</li> <li>• PSHE KS4: Y10 challenging stereotypes in the workplace, Y11 equal opportunities in the workplace.</li> <li>• RE KS4: In-depth studies of Christianity and Islam &amp; how they influence society.</li> </ul>	<ul style="list-style-type: none"> <li>• ENG KS4: Poetry Anthology SOW explores cultural diversity in Britain &amp; the need to respect different faiths &amp; cultures across the world. (Tissue, Checking Out my History, Kamikazie, The Emigree).</li> <li>• KS4 ART: Reflections on important art, historical events &amp; art history used to help students understand the importance of tolerance &amp; respect for different religions, ethnicity &amp; race (War, Islamic Art, Mexican Art, Feminism).</li> </ul>