



# **SMSC at Willingdon Community School**

SMSC stands for spiritual, moral, social and cultural.

At Willingdon Community School, SMSC is central to our school vision as we believe that we should look after ourselves and each other, show empathy, respect and compassion to all people and our environment along the way. We encourage tolerance, resilience, and reflection, which in turn allows everyone to make progress every lesson.

The personal development of students, spiritually, morally, socially and culturally is intertwined with our personal excellence values of Ambition, Respect, Compassion, Courtesy, and Honesty.

## **SMSC General Aims**

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

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## **SMSC Delivery at Willingdon Community School**

At Willingdon Community School, we believe in a whole-school approach to SMSC and recognise that all areas of the curriculum make an important contribution to the spiritual, moral, social and cultural development of our students and opportunities for this will be planned for in each area of the curriculum. Beyond the classroom, there are many additional

ways that SMSC is taught, fostered and embedded at Willingdon Community School. This includes through the sharing and adherence to an agreed school ethos of 'Personal Excellence', positive relationships throughout the school, student council, senior student leaders, student voice, trips and visits and the vast extra-curricular programme offered by the school. Additionally, the school assembly rota helps to ensure that students are versed about the world around them and encouraged to reflect on current affairs.

By the end of Key Stage 4, students at Willingdon Community School will have:

- Been given the opportunity to study cultural education through subjects such as ethics, history, geography, MFL, drama, and english.
- Experienced cultural stimulation in the form of museum trips, theatre trips, trips outside of our local area including residential and day trips abroad.
- Developed a knowledge about different aspects of culture, including an understanding of historical development and context of art, drama, design technology, english Literature and music.
- Developed an understanding of the different forms of each cultural area in music, dance and drama.
- Attended professional concerts and plays.
- Taken part in a dramatic performance.
- Have full access to the school library, and been exposed to a wide range of books, as well as for other research materials.
- Regularly made use of digital technology to see, read and listen to great culture, no matter where it is situated in the world.
- Had their work celebrated in school and in their wider local community through publication, exhibitions, performance and screenings.
- Been guided into further and higher education and employment through a bespoke careers education programme.
- Been supported to take particular talents and interests forward.
- Had a chance to learn about careers in different industries and been supported to find work experience in these areas, should they wish to pursue it.
- Had the chance to lead or shape activity in school by helping with a club, acting as a senior student or sports leader or helping in the school library.
- Been able to join a lunchtime or after school club in areas such as sport, dance, drama, art, music or chess.

## Defining Spiritual, Moral, Social and Cultural Development

### Spiritual Development

Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As

their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

The spiritual development of students is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

## Moral Development

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

The moral development of students is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

## Social Development

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

The social development of students is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.

- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

## Cultural Development

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

The cultural development of students is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **SMSC in English**

# SMSC in English

## **Spiritual Development**

In English, students develop a sense of their own place in the world through the study of stories and real-life writing. Students read critically and discuss what they have read, developing curiosity about the world around them and the experiences of others.

Students expand their own creativity through talk and writing, and deepen their self-confidence and love of learning through reflecting on their strengths, the process of learning and their next steps as learners.

## **Moral Development**

Students study a range of texts which explore ideas of moral conflict, concern for others and the consequences of both morally sound and unsound choices. At Key Stage Three, our study of texts which consider these issues includes *Now Or Never*, *The Curious Incident of the Dog in the Night-time*, *The Playground*, *Animal Farm*, *Touching the Void*, *Of Mice and Men* and *Macbeth*, as well as themed anthologies of poetry and prose writing which consider issues of protest, crime, inequality, conflict and isolation. Our Key Stage Four course includes in-depth consideration of moral issues in *Romeo and Juliet*, *A Christmas Carol*, the *Love and Relationships* poetry anthology and *An Inspector Calls*, as well as a broader study of moral issues in fiction and non-fiction extracts from the 19<sup>th</sup> to the 21<sup>st</sup> century.

## **Social Development**

In English, students are explicitly taught the skills required to discuss and debate respectfully and with curiosity and to consider and challenge differences of opinion, and students have frequent opportunities to develop these skills in lessons. Study of literary texts at both key stages promotes the idea of the common humanity of all people, of the need for mutual respect and tolerance and of the necessity to challenge inequality and celebrate diversity.

## **Cultural Development**

Our study of a wide range of literary texts written in English helps students to develop appreciation both of the work of the English literary canon and the writing of authors from a broad range of cultural backgrounds. Through our study of classic literary texts, we consider the universality of human experience and the timelessness of great literature; through our consideration of texts in performance, both on-screen and at the theatre when opportunity allows, we develop students' appreciation of the rich cultural heritage which is part of 21<sup>st</sup>-century British life.

## **SMSC in Mathematics**

### **Spiritual Development**

Our aim in maths is to encourage students to think deeply about the concepts involved. While an entirely rational pursuit, introspection to interrogate and extend accepted truths is an enriching process. This is especially the case when the resulting understanding is surprising or wondrous, and opportunities for students to experience the awesome power of maths are taken whenever possible.

### **Moral Development**

Maths seeks to provide methods to avoid being wrong, certainly in cases where questions can be posed quantitatively. The ability to make judgements which are not factually wrong is often the basis for making moral judgements, presumably with the aim of not being morally wrong. There are numerous examples of this process in the study of statistics, and so their potential to be misleading is emphasised whenever this topic is studied.

### **Social Development**

While understanding is often achieved in maths through individual effort, it is also strengthened in a social setting. We encourage students to pose precise questions and to justify their own reasoning rigorously. This is seen in whole class teaching, group work, and even in the high standards of written work expected in maths: students are encouraged to consider the reader when communicating mathematically in their exercise books.

### **Cultural Development**

The study of mathematics is universal in the modern world. The fact that students learn about the same thing in Eastbourne, London, Moscow and Mumbai is regularly highlighted. Furthermore, when progress in a topic can be attributed to a particular time and culture, this is shared with the students. Examples include Pythagoras' Theorem in Ancient Greece, the use of zero in decimal notation in 5<sup>th</sup> century India and the development of algebra by Persian mathematician al-Khwarizmi in the early 9<sup>th</sup> century.

## **SMSC in Science**

In the science department we fully invest in the Spiritual, Moral, Social and Cultural development of our young people.

Spiritual development is fully entwined with science lessons, as students are enabled to develop their curiosity of the world around them and encouraged to ponder some of life's fundamental questions. Practical science lessons allow students to feel a sense of enjoyment in learning about life forms and matter, by investigating ideas in Biology, Chemistry and Physics. When students carry out experiments, they are constantly having to contemplate their methods and evaluate their results, which allows for them to become more reflective in their learning. In terms of extracurricular activities, last year we ran the CREST award, which allowed students to use their imagination and creativity to plan and carry out experiments in order to learn more about various concepts. Students also have opportunities to research Nancy Rothwell, sketching and labelling their own specimen drawings.

Within the science department we encourage students to make informed decisions and explore views. We look at ethical issues, such as the use of embryonic stem cells, and encourage students to consider both sides of an argument. We motivate students to debate complex issues and form reasoned conclusions. Our aim is to get students to form their own beliefs, but also have an understanding of the opinions of others. Science teachers have previously helped run a 'STEAM' extracurricular club, as part of which students went on a litter clean-up of the local beach. This allowed students to really see the negative consequences of our society's attitude towards waste, and think about ways to improve this. Within the Chemistry specification, we look at water availability across the world and the ways in which humans are negatively affecting our climate. Students are given an understanding that it is the people in the poorest parts of our world who will be most affected by global warming and students are encouraged to have empathy for others. To further this, we run trips to a local wind farm to broaden the students' horizons and motivate them to seek alternative

ways of generating electricity. Additionally, within Biology, students learn about a global reduction in global biodiversity and how this has a harmful effect on all living organisms.

We encourage students to broaden their social skills by working in groups in our practical science lessons. Students have to work with, and build relationships with, many different students. Our students have previously attended a trip to a local secondary school; where they had to work with students from other backgrounds to plan a voyage into space. Members of our department deliver career guidance about their previous roles within industry and the importance of team work within these. For instance, one member of staff talks to the students about her time as one of the first employees of the Anthony Nolan Charity and how cooperating with others is essential for roles within scientific research.

We provide many cultural enrichment opportunities for our students, such as attending the GCSE Science Live events. Here, students hear from a diverse group of scientists, who talk about their contributions and successes within their fields. We have created resources to highlight the importance of contributions to science from women, BAME individuals and the LGBTQ+ community. Additionally, we organise trips to the Science Museum so students can see the progression of science over time, along with learning about the individuals who made these happen.

## **SMSC in Geography**

The Geography curriculum at Willingdon supports students' SMSC development through a broad and balanced programme of study which interleaves themes throughout the Key Stages so that students have opportunities to revisit concepts as they evolve and develop themselves. Students have opportunities to explore their own opinions and experiences within a context of a diverse range of global perspectives. The framework of academic language also means that multiple viewpoints are considered and even when it differs from their own, they are encouraged to seek reasons and taught how to articulate these ideas. Ensuring our students are fully equipped to navigate modern Britain is an essential part of our curriculum, therefore we make sure the SMSC development of our students is supported in the following ways:

### **Spiritual Development**

Students are encouraged to think critically throughout their geography topics and to ask questions that go beyond the basic. Exploring peoples' relationships with space and place is key to understanding the development of people and the links they forge with others. Students are asked to consider their own values and beliefs and purpose, then to put themselves in the shoes of others. Studying the geography of exploration, migration and development in looking at the driving factors that influence people is an important part of the curriculum we offer.

### **Moral Development**

Both physical and human geography topics are a wonderful conduit to develop ideas about the rights and wrongs of the world around us. Students study the impacts of flooding and other natural hazards where they consider the rationale behind protecting some people/ areas and not others. They look at the comparison between Higher Income Countries and Lower Income Countries and reasons behind their relative capacity to mitigate and adapt to the effects of climate change. Through human geography topics, the students consider the causes and consequences of uneven development and are encouraged to empathise with other people's situations. The academic literacy requirements to justify, assess and evaluate perfectly complements the aim to foster students' confidence in discussing the fairness of different situations and in different parts of the world.

### **Social Development**

Geography is a sociable subject which links people, places and the environment. Through the study of numerical, graphical and cartographic resources, students analyse and interpret data, features and patterns and learn how to transform that knowledge into new representations. To do this they must communicate, articulate and debate the findings and be able to discuss varying interpretations. The breadth of locations that we 'visit' through the curriculum introduces the students to conversations celebrating a diverse range of religious, ethnic and socio-economic backgrounds. Talking through ideas, discussion of opposing views and providing evidence are fundamental skills for successful study in geography.

### **Cultural Development**

Cultural development is investigated in relation to the UK, other Higher Income Countries, Lower Income Countries as well as Newly Emerging Economies. The influences of most places are vast and we strive to explain the character and features of different cities and countries by understanding the past and their links locally, regionally and internationally. Celebrating differences and understanding issues help the students to balance ideas and encourages them to question events that they see and hear about. This is linked to democracy, heritage, history and the importance of governance in making every voice count. Students compare the progress of countries through understanding the importance of human development indicators in the wellbeing and freedom of society both in the UK and around the world.

## **SMSC in History**

The History department recognises the importance of its role in the spiritual, moral, social and cultural development of our students and in promoting fundamental British values.

### **Spiritual Development**

In History, we encourage students to have a sense of enjoyment and fascination in learning about themselves, others and the world around them. We encourage students to be curious and ask questions such as 'why' and 'how'. This helps students to develop their historical understanding but also encourages them to be inquisitive, develop a thirst for knowledge and therefore better understand the world in which they live today.

History gives pupils an opportunity to learn about different faiths and helps students appreciate that there has always been diversity in beliefs and experience. Students develop an understanding of different faiths in History, examples of this include their enquiry into the Reformation in Year 7, the impact of religious differences in the English Civil War and their study of the Jewish faith as part of the Holocaust. These case studies also allow students to understand the problems caused by religious intolerance throughout History.

Through their work in History, students are encouraged to have empathy and to respect people's different faiths, feelings and values. This will also enable them to be reflective about their own beliefs and values.

### **Moral Development**

Moral issues are often central to the topics students study in History. Students learn about sensitive issues such as the transatlantic slave trade, The Holocaust and racial injustice in the 20<sup>th</sup> century. This allows students to engage with moral and ethical conversations; to recognise right and wrong and to ask questions and be critical in order to recognise and challenge injustice.

Students are taught that they must provide evidence for their opinions and to engage with those of other opinions through debate. Students learn how to present a balanced argument, and therefore that they must seek to understand the viewpoints of others. For example, in Year 9 students debate the morality of the dropping of the atomic bombs on Hiroshima and Nagasaki at the end of World War Two.

### **Social Development**

History plays an essential role in developing students social skills and a wide range of activities are used to promote student's ability to work with each other, including role play, debate and group work projects. Lively debate about historical questions allows students the opportunity to listen to the opinions of others, argue their own case and resolve conflicts effectively. This also prepares students to participate and form opinions on wider societal issues in modern Britain and the world.

History also informs students of the development of British law and society and gives them an understanding of how modern British democracy has developed over time. In Year 7 students study The Battle of Hastings and feudal society in Norman England; through looking at events such as the Magna Carta, the Peasants revolt and the English Civil War students deepen their understanding of how the power of the King became limited and deepen their understanding of the emergence of parliament and elected government in Britain. In Year 8 the students study protests for an extension of the franchise by groups such as the Chartists and later the Suffragettes. These units help students to understand the importance of the vote and the struggle that took place to secure our modern democratic and legal rights.

### **Cultural Development**

Throughout their time at Willingdon, students are given opportunities to deepen their knowledge of their heritage, and the heritage of other people and cultures. Examples of this include their Year 7 study of Elizabethan culture and society which ensures they understand that culture is for every level of society and not just the elite. In Year 8 their study of the British Empire enables them to understand the development of Britain and its interactions, both positive and negative with the wider world. Students are also presented with authentic accounts of culture such as African culture through their study of the Kingdom of Benin in Year 8, and Black American culture in Year 10. In Year 9 students look at post war Britain and develop an understanding of the development of modern, multi-cultural Britain. This historical understanding encourages students to accept, respect and celebrate diversity in the local, national and global communities.

The trips programme within the department also offers cultural opportunities. Our trips portfolio currently includes a Year 8 trip to the World War one battlefields and Ypres, A Year 9 residential trip to Krakow and Auschwitz and a Year 7 local heritage trail.

## **SMSC in MFL**

### **Spiritual Development**

At Willingdon Community School, pupils have the opportunity to discuss and reflect on different beliefs in different countries through units on Festivals and Relationships. We place an emphasis on

culture to give our pupils a broad and balanced curriculum and give them a sense of enjoyment and fascination in learning about others. This is interweaved through our schemes of work in KS3 and KS4. Our pupils enjoy learning and reflecting about the surrounding world, exploring faiths, feelings and values.

### **Moral Development**

Languages promote a way of understanding others. In KS4, we cover topics on Healthy Living where considerations are made on healthy and unhealthy lifestyle choices. In both KS3 and KS4, we also cover social issues and discuss relationships whereby pupils have discussions on who they get along with, what makes up a modern family, and learn to listen to and respect others' choices and the law. Pupils consider points of view on topics such as single parent, same sex families and divorce where all viewpoints are valued. We look at different family set-ups in our relationships unit and recognise what brings people together.

### **Social Development**

In MFL, not only do we help to develop our pupils' social skills to communicate with students from other countries, we also encourage our pupils to collaborate regularly with one another and work as a team. We appreciate diverse viewpoints and co-operate to uphold our British values' of democracy, the rule of law, liberty, respect and tolerance. Group work in MFL encourages effective communication, teamwork and participation which are all important skillsets and attitudes in modern day Britain. This equips our pupils with an advantage for post 16 education. As a school we also welcome students from a range of countries across the world. We have a set of Willingdon International Student Ambassadors (WISAs) who buddy up with visiting students to encourage a dialogue in their native tongue.

### **Cultural Development**

In French and Spanish classes, students are regularly presented with cultural facts which range from; music, films, recipes, literature and traditions through the medium of authentic material. We communicate with native speakers through correspondence with pen pals and participate in visits abroad. This gives our pupils cultural curiosity and an appreciation of different cultures-this in turn opens up their perspective to the wider world. We explore, understand, respect and celebrate diversity at Willingdon. From 2022 we are looking forward to enhancing this cultural development with trips to Paris and Barcelona.

## **SMSC in Ethics and Philosophy**

The Ethics and Philosophy curriculum at Willingdon supports students' SMSC development through a broad and balanced programme. Students have opportunities to explore their own beliefs and experiences within a context of a diverse range of global perspectives. Freedom of individual exploration is afforded to students to encourage a deep learning experience that strengthens a sense of self within our community. Ensuring our students are fully equipped to navigate modern Britain is an essential part of our curriculum, therefore we ensure the SMSC development of our students is supported in the following ways:

### **Spiritual Development**

The curriculum has been designed to encourage students to explore their own beliefs, building upon an inherent curiosity into the spiritual self. Feelings and values are investigated and alternative viewpoints offered, this enables students to understand their strengths and weaknesses allowing individual spiritual development. The curriculum offers both religious and secular study, informing students on a diverse range of perspectives. Philosophical enquiry underpins the very nature of this subject, thus supporting an inquisitive approach to spiritual development.

### **Moral Development**

Within the Ethics and Philosophy curriculum there are multiple opportunities to develop an understanding of societal right and wrongs, supporting the moral development of students. Ensuring a balanced argument is offered to enable students to reflect on the consequences of actions affords an individual accountability to be formed. British and international law are often referred to within the curriculum ensuring students understand both the moral and ethical implications of actions as well as the legal implications. Reasoned viewpoints are encouraged as evidence is required in debate and extended writing to ensure students reflect on multiple perspectives before recognising the difference between right and wrong.

### **Social Development**

The importance of social interaction is at the forefront of curriculum planning in this subject, it is vital that students are given opportunities to be heard and to listen to others. Democratic debate is utilised within the curriculum, allowing students to reflect on diverse social contexts and provide opportunities for students to contribute positively to the ideals of modern Britain. Students own their learning, thus supporting the social development of belonging and participation within the micro and macro community. Marginalised voices are fundamental in social development, meaning a diverse range of religious, ethnic and socio-economic backgrounds are celebrated within the curriculum.

### **Cultural Development**

The cultural influences of Britain are vast, this notion is reflected in the thoughtful and wide-ranging inclusion of culture within the Ethics and Philosophy curriculum. The diverse range of individual heritage within our community has a central role in shaping the curriculum offered to students. Whilst our British values prove essential in the development of our lived experiences, acknowledging and celebrating the vast array of cultures in modern Britain is how we support the cultural development of our students. Understanding the contrast between religion and culture is necessary in our curriculum design as this supports the understanding of cultural influences, as opposed to religious or spiritual influences.

## **SMSC in PE**

SMSC is embedded in the Physical Education curriculum at Willingdon Community School. Students learn a lot about themselves socially when exposed to challenging and competitive situations. These situations occur in lessons and competitions held against other local schools. By undertaking a variety of roles including performer, coach and official, students develop their compassion and empathy for others. This is enhanced further through providing opportunities for students to coach and officiate activities for one another. Students are provided with ample opportunity during their lessons to be imaginative and creative and also reflect upon their experiences. This is particularly evident when studying dance and gymnastics.

Students develop morally at KS3 and KS4 by participating in a range of physical activities. Part of this participation involves learning the laws and rules of the varying activities. Based on this knowledge, pupils develop decision making skills to enable them to participate and compete effectively. Pupils learn

to deal with the consequences of making decisions which both comply with or break the rules. All students are expected to participate, adhering to traditional values of fair play and sportsmanship. Students develop their skills in responsibility, self-control and the management of others.

Across both key stages students work collaboratively building upon skills to develop team work and the ability to problem solve with others. Students work in a variety of groupings and are respectful of others' opinions as part of their criteria for success. Activities include both single sex and mixed gender sports in order to develop a respect for others in the community.

Students are provided with a vast array of opportunities to experience activities and respond with a willingness to get involved. The programme of study involves activities from a wide range of cultural and historical contexts. Sport is embraced as a global interest and pupils develop knowledge and understanding of the global relevance of sporting events; for example, the Olympics. Through GCSE PE, students study factors and influences which effect a person's participation in sport and gain an understanding of why participation in sport and physical activity is about lifelong participation.

## **SMSC in Food Preparation**

### **Spiritual Development**

- Providing students with the opportunity to participate in making and evaluating food from other countries and learning about others from the world around them.
- Acknowledging and exploring government guidelines for healthy eating and dietary requirements to make healthy life choices.
- Offering feedback and assessment that values pupils' effort and achievements.
- Developing mutual respect across the classroom through self-reflection of their own and others work.

### **Moral Development**

Developing individual skills, confidence, independence and creativity through practical cooking lessons.

- Encouraging participation, teamwork and cooperative learning in both theoretical and practical tasks.
- Reflecting on the ethical issues around food such as price, income, fair trade, food miles and sustainability.
- Reflecting on the moral issues concerning food production in other countries of the world.

### **Social Development**

- Developing partnerships with outside agencies and individuals to extend pupils' cultural and social awareness i.e. colleges/parents/chefs.
- Positive and effective links are made with the world of work and wider community through visiting speakers.
- Mutual respect when working independently or collaboratively.
- Articulating their thought and feelings through peer and self - evaluation

### **Cultural Development**

Giving pupils the opportunity to explore cultural differences in food and diet Encouraging students to recognise and respect cultural and social differences of their peers within food lessons.

- Learning to cook a variety of recipes including traditional British foods and world foods.
- Learning about Government guidance given on Healthy Eating and the concern for the health of the British population.
- SMSC in Design Technology

## **SMSC in Design Technology**

### **Spiritual Development**

Spiritual development is important in Design Technology. The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn breeds a self-confidence and belief in their abilities. It also challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome. Within our schemes of work we seek to develop these.

### **Moral Development**

- In Design Technology we seek to develop a sense of ‘moral conscience’ in our students, through focusing upon the moral dilemmas raised in designing and making new products. We teach students to understand the wider impacts on the environment when designing and making new products and expect them to consider carefully the materials and components they will use when designing and making. We encourage sustainable thinking through the active application of the 6 Rs (Reduce; Rethink; Refuse; Recycle; Reuse and Repair) and highlighting the impact on environmentally sensitive areas of the world.

### **Social Development**

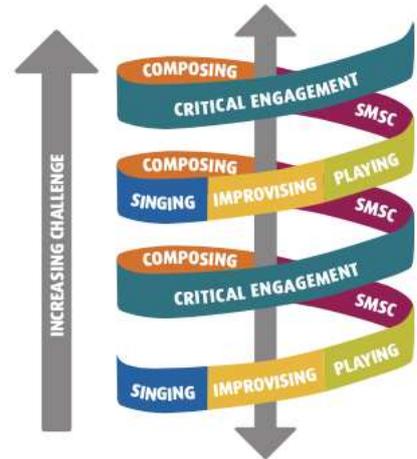
- Social development is a key feature of all Design Technology lessons. We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. We encourage students to give each other reminders when standards fall short of the collective expectation. This establishes and maintains a safe, secure, learning environment. We place an emphasis on developing the ability to work with others and to accept each other’s unique personality. We encourage effective conversations about the work we do through self and peer evaluation, and to give and accept constructive feedback as a vehicle to improve students’ learning outcomes.

### **Cultural Development**

- We develop wider cultural awareness in Design Technology through projects that have a connection with our past heritage and how our industrial routes have shaped our nation. We seek to expand students’ knowledge of other cultures’ influences on design and manufacture including an increasing awareness of the influences digital manufacturing developments from other countries is having on the designing and making of products that we use.

## **SMSC in Music**

- At Willingdon, our music curriculum is based on this spiral model. Musical learning is about thinking and acting musically. This means that music lessons should be about learning *in* and *through* music, not solely *about* music. Social, moral, spiritual and cultural learning simply cannot be extrapolated from music. Being human is what stops music being simply a collection of mathematical patterns. Music lessons in school, are focussed on developing imagination and creativity, building up pupils' knowledge, skills and understanding. Here at Willingdon all musical learning happens through human stories, this creates a fantastic forum for exploring SMSC.



### Our curriculum

- Students' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.
- Our students are encouraged to be reflective about their own beliefs, religious or otherwise, non-binary discourse through musical study. For example, in year 7 we look at the power of the human voice: from prayer, chanting and pitch in linguistics e.g., **Mandarin** with four possible pitch variations. Teaching music through how different communities use their voice, informs their perspective on life and their interest in and respect for different people's faiths, feelings and values. Awareness of how their own contribution fits with the wider world can be profound when exploring how folk music has developed globally with more similarities than differences. All pupils engage in singing and shared performance with willingness to participate in and celebrate during seasonal festivals.
- Our students experience a rich social and moral experience - from the Windrush Generation and Billy Holiday's 'Strange Fruit' to undiscovered classical composers from a BAME history, and women; written out of history or composing under their husbands' name. Pupils' thoughts and feelings can be explored through rooting musicality in such narratives, providing a safe space to explore difficult conversations. Changing modalities of music teaching and learning means that the music curriculum does not remain static but rather creates space for changing narratives, driving the same core skills. Following the national strategy for music making as a largely practical paradigm embeds a culture of social development naturally. Whole class performance to small group work, pair or solos: all require the development of negotiation, positive conflict, growth and mutual respect. To be resilient to setbacks in musical processes, not giving up their own ideas too readily whilst understanding compromise for example, are rich essentials for learning and life. Encouraging others to articulate views as well as sharing their own and able suggest appropriate refinements to practical music, showing empathy and kindness. These are all part of P.E.L. and often part of our assessment process alongside musical skills. Cultural education is right at the core of our curriculum. We connect our students with outside professionals, other schools and create opportunities for careers or creative enrichment. We provide a broad range of genres in our teaching, and introduce our pupils

regularly to people and music they can go on to explore, from Delia Derbyshire, Sister Rosetta Tharp and Kraftwerk to the making of classical albums, studio equipment and media opportunities to prepare them for a constantly evolving job market. We have a You Tube channel that celebrates excellence and allows us to connect with professional in conversation. School journeys and cross school partners are an intrinsic part of our planning.

## **SMSC in Business**

### **Spiritual Development**

Within Business Studies, spiritual development involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws and implementing this in classwork/ homework. We make reference to case studies and cases of discrimination in the news. Students also explore their own feelings and meaning and reflect upon topics such as ethics. Students are encouraged to explore these concepts and challenge the actions that businesses do take or should take. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs. Students are also encouraged to reflect on their experiences for example, through producing their own CVs.

### **Moral Development**

Within Business Studies, moral development involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices. They will do this through the use of observations, gathering of information/researching and studying given case studies to support this. Students are given the opportunity to consider a variety of information relating to real life business scenarios in order to make valid judgments. Students spend a large proportion of the course investigating the impact of a business's action upon society and the local community in which they operate. For example, students consider the political, social, environmental and technological issues arising as a result of a business decision. Students also draw upon their own knowledge to distinguish between what is right and wrong.

### **Social Development**

Within Business Studies involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact a business. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. For example, at KS3 students work in teams on the McDonald's Hot Breakfast Challenge. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work.

### **Cultural Development**

Within Business Studies involves students being given the chance to see how the functions of a business operate. Students look at the changes within society and how they may impact on businesses. For example, throughout KS4 the effect of changes in the economy on businesses, and their actions, is widely studied. Demographics are regularly studied as part of most units, when learning about different customer groups and their needs and requirements. In Year 10 students also

have the opportunity to look at how organisations work by having guest speakers host webinars. Students benefit from school careers webinars by a range business people, to enhance their knowledge and skills.

Examples of Spiritual, Moral, Social and Cultural Education in Business Studies include:

- Students looking at the moral issues associated with business promotion and advertising and considering what the "correct" conduct is for a business to undertake
- Students considering the impact that various businesses both local and national will have upon their local areas and communities
- Students looking at the impact that businesses have upon the different stakeholders who have an interest in the way that a business operates
- Students investigating business ethics and considering the ethical boundaries which businesses must operate within
- Students looking at the cultural differences between different customer groups which businesses may be targeting their products/services towards and how these differences will impact upon sales
- Students looking at the issues of unemployment and economic factors relating to businesses, and thinking about how these external factors will have an impact upon society
- Students considering the costs and benefits to society and the wider community as a result of business decisions

## **SMSC in Computing**

### **Spiritual Development**

Students are taught about how technology can be used to connect people of all different backgrounds and allow us to share our experience and knowledge around the world. Students are also shown how they can use technology.

### **Moral Development**

Students are taught about the legal and ethical issues that are created by increased use of technology in society and the workplace.

### **Social Development**

Students are taught about how technology has made it easier to communicate with friends and family but are also taught about the risks involved with social media. Particular attention is paid to cyberbullying and how increased use of technology has made cyberbullying harder to avoid.

### **Cultural Development**

Students are taught about the new jobs that the development of technology has created as well as the contributions made to computer science by people of colour and members of the LGBTQ+ community.

# **SMSC in Drama**

The Drama department is passionate about delivering a rich curriculum of SMSC through Active Learning and deep thinking. We seek to help students to apply their creative skills, investigate the world around us, build confidence in their own abilities and take pride in their own work.

## **Spiritual Development**

Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop Drama work based on a wide variety of subject matters and stimuli. At Key Stage 3, students cover a variety of topics, one of which is a play about bullying (DNA). During the course of this unit, students are encouraged to explore a range of perspectives to develop their compassion and empathy for others. At Key Stage 4, students interrogate and create Drama work based on a variety of stimuli of their choosing. In past years, students have explored and developed work based on 'The Black Lives Matter' movement, mental health, coronavirus, homelessness and loneliness. Students are encouraged to interrogate their own beliefs and understand other perspectives. For example, students with strong beliefs about using Photoshop for advertising could be asked as part of a hot-seating activity to represent a person with an eating disorder.

Students regularly reflect on their work in progress, which demonstrates their willingness to improve and progress. Student feedback and lesson observations have proved students' enjoyment of the use of imagination and creativity in their learning.

## **Moral Development**

As part of the curriculum, students at both key stages are regularly given the opportunity and the motivation to investigate and offer reasons about moral and ethical issues. At Key Stage 3, students study Knife Crime, for which they will research local statistics, which they will then develop into devised Theatre in Education performances. These performances are aimed at educating a younger audience on the dangers involved with knife crime and how they can be avoided. Students also undergo extensive character development throughout all units of work e.g. DNA, Narnia, and Private Peaceful. They will explore character motivations, uncovering reasoning for certain behaviours and characteristics. This is further developed at Key Stage 4 where students' individual investigative study of characters from given circumstances and scripts, requires them to extend their understanding of the circumstances, rights and choices of others. For example, we look at the impact of the lies being told by characters in Blood Brothers.

Throughout both key stages, students will further be encouraged to take responsibility for their own actions during lessons, by learning what is right and wrong through effective communication, cooperation and sensitivity.

## **Social Development**

Students are encouraged to develop empathy through themed collaborative work which requires them to look at a variety of different lifestyles and circumstances from a range of viewpoints. There is a strong mutual respect between students across the department based on a shared desire for success within drama and beyond.

Student groups are alternated regularly to ensure all students work with all other students within the classes, regardless of race, religion, background, gender or sexuality. Students will learn how to be respectful of the opinions of others, in addition to learning the skills required to successfully lead a group in a supportive and sensitive manner. Problem-solving is a huge element of Drama and

students will be encouraged to communicate and cooperate effectively, to ensure progress is made each lesson.

### **Cultural Development**

Across both key stages, students interact with a number of poetic and artistic texts to act as stimuli for their work, Noughts and Crosses and Blood Brothers are the most popular. Literary heritage is shared through the study of Hamlet in our Year 9 Despair scheme. Artistic heritage is shared through numerous theatre trips offered across the year and students are able to watch streamed performances through the National Theatre collection. Our enrichment programme provides the opportunity for all students to take part in our yearly whole-school production and summer concert. There is a popular Drama club which runs weekly, which clearly demonstrates our students' thirst to develop their cultural learning and participate in and explore different artistic and cultural opportunities.

## **SMSC in Art**

We believe that all students have the potential to be creative, to think creatively. Art is not just a practical subject. It's about learning and understanding visual language, self-expression and how to decode the world around us. Students are exposed to historical and contemporary artists, designers and craftspeople from all over the world. We explore diverse cultures and traditions in order to broaden our students' perspectives on the world.

### **Spiritual Development**

Students are encouraged to be imaginative and learn what aspects of art they enjoy. We offer a full and diverse curriculum so that all students can find something to ignite their creativity. Part of the creative process is for students to be constantly reflecting and working to improve their artwork. Students are taught how to discuss their thinking and are taught how to discuss the work of their peers and critique the art we study in class, with a sense of empathy and consideration of others.

### **Moral Development**

In the curriculum, we feature relevant and topical projects which seek to educate, inform and encourage students to question and challenge the world around them. In the Shepard Fairey Year 9 project, we have been learning about prominent social activists and looking at how art can convey a social and political message. The curriculum is designed to expose students to unfamiliar countries and cultures to encourage their sense of curiosity, understanding and empathy for others.

### **Social Development**

We believe that the art curriculum promotes and models the Personal Excellence values of Willingdon School. Encouraging our students to learn social skills and an awareness of the world around them that extends out of the classroom. For example; in Year 7, the curriculum features a creative project which looks at the art of Yellena James and how her work is inspired by the sea. The students learn about ocean conservation and the issues facing our seas and wildlife around the world. Students are encouraged to explore the topic and create an art work in response. We have also previously delivered projects relating to the promotion of British Values and the Black Lives Matter campaign, all

with the aim of encouraging our young people to recognise the value of respect for others and the environment.

### **Cultural Development**

Within the art curriculum, students are exposed to a vast and diverse range of artists and designers, from all over the world. Students are taught about cultural significance of patterns and styles, looking at everything from the symbolism of animals and plants in traditional Japanese Kimonos to the cultural context of typography and pop culture, looking at Jonny Wan. Students are taught about the place of art within cultures and how it is constantly evolving. Students are encouraged to celebrate diversity and 'difference', beyond the notion of 'Western art' and learn how barriers can be broken in the creative industry.