SMSC Across the Curriculum

Art

Spiritual development in Art involves nurturing students' ability to enquire and communicate their ideas, meanings and feelings. Students investigate visual, tactile and other sensory qualities of their own and others work. Students are encouraged to explore their own ideas in order to promote self-identity.

Moral development in Art encourages students to look at work that will often pose a moral question. Student's outcomes are supported with a rationale or a meaning that will often convey a message e.g. is graffiti art or vandalism? Students are required to give an opinion on others' work with clear justification of their view.

Social development – students' work is celebrated and displayed in the Academy. Students work independently and collaboratively to develop artworks. Students discuss a range of artists and art work, which encourages and develops their communication skills.

Cultural development - students will develop their knowledge and understanding of artists' ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Students are encouraged to experiment with a variety of traditional and non-traditional art materials and processes.

Examples of Spiritual, Moral, Social and Cultural Education in **Art** include:

- Students will have the opportunity to visit local art galleries and exhibitions
- Students will have the opportunity to work with artists
- Students research a variety of artists from a variety of backgrounds and cultures
- Students art work is celebrated an displayed within the Academy

Business and Enterprise

Spiritual development within Business encourages students to explore topics such as equal opportunities in the workplace and business ethics. Students are encouraged to express their own opinion and explore the opinions of others. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop students' empathy and compassion and allows them to consider other peoples' aims, values, principles and beliefs.

Moral development within Business involves students being able to evaluate, comment upon and discuss various moral issues relating to business practices. Students investigate the impact of businesses' actions upon society and the local community considering 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 involves students being encouraged to develop their team- working skills through collaborative work and research. Students also explore the concept of teams and the roles within business organisations.

Cultural development involves students looking at the changes within society and how they may impact on businesses. Students learn about the EU and how this impacts upon business trade. Students also have the opportunity to experience how organisations operate by visiting local businesses and from visits by business people.

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

- Students consider the moral issues associated with business activity
- Students consider the impact that various businesses, both local and national, will have upon their local area and community
- Students consider the impact that businesses have upon their different stakeholders
- Students investigate business ethics and consider the ethical boundaries within which businesses must operate
- Students consider the costs and benefits to society and the wider community as a result of a business decision

Child Development and Health and Social Care

Spiritual education in Child Development involves the awe and wonder of birth. It provides students with the opportunity to consider and discuss questions relating to the meaning of life, the nature of humanity and the recognition of individual worth.

Moral education in Child Development involves students recognising and understanding that values, attitudes and beliefs in what is right or wrong, bad or good, will differ in both individuals and communities. These issues will impact directly on the day-to-day decisions that have to be made by parents, or those considering parenthood, with regard to their responsibilities towards their child.

Social education in Child Development involves students learning to understand and respect different approaches to child development and how these are influenced by the society into which a child is born. Opportunities also exist to consider questions of group identity, belonging and behaviour which directly influence both parents and children.

Cultural education in Child Development involves students considering the values, attitudes and roles that prevail in societies and communities. They will learn to understand and respect different approaches to child development and how these are influenced by the community into which a child is born. Students also consider the ways in which children are brought up in different cultures .

Examples of Spiritual, Moral, Social and Cultural Education in **Child Development** include:

- Students having the opportunity to study birth control and the views of different groups of people on this issue

- Students having the opportunity to consider how different groups of people have different approaches to raising a child including the diet and health of the child
- Students learn about different types of family and the impact this can have on the development of the child
- Students learn how child development can be influenced by the society or community into which a child is born

English

Spiritual development in English involves students acquiring insights into their own personal existence through literacy appreciation and analysis. Through empathy with characters, students develop a growing understanding of how ideology contributes to personal identity. Students will be provided with opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meanings while engaging with ideas in fiction, non-fiction, poetry and drama. Students experience a rich variety of quality language use, and learn how to use language in imaginative and original ways.

Moral development in English involves students exploring and analysing appropriate texts which provides them with the knowledge and ability to question and reason, which will enable them to develop their own value system and to make reasonable decisions on matters of personal integrity. Students develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Students learn to articulate their own attitudes and values with opportunities to discuss matters of personal concern, related to books and plays read in class.

Social development in English involves students reading novels, short stories and poems that offer a range of perspectives on society and the community and their impact on the lives of individuals. In taking different roles in group discussions, students are introduced to ways of negotiating or agreeing to differ.

Cultural development in English involves the reading of short stories, plays and poems which encourage students to empathise with the feelings and experiences of others in order to develop their understanding of other people's attitudes, ideas and behaviour.

Examples of Spiritual, Moral, Social and Cultural Education in **English** include:

- Students addressing issues of discrimination (race/gender/age) within texts
- Students being given the opportunity to develop empathy for characters and understand the feelings and emotions of characters in the text
- Students being encouraged to make reasoned judgments on moral dilemmas that occur in texts
- Students covering intangible concepts such as love, beauty and nature in poetry
- Students thinking through the consequences of actions – e.g. advertising, charitable campaigns or sensationalism in the media.

Geography

Spiritual education in Geography inspires awe and wonder at the natural world and natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate.

Moral education in Geography provides opportunities for students to recognise that development takes place within a global context and that local decisions affect, and are affected by, decisions and processes in other countries, for example pollution. Issues of justice, fairness and democracy are debated in terms of students' own experiences as well as using geographical issues as contexts.

Social education in Geography involves the study of real people in different societies. In looking at their own locality and others in the world, students' sense of identity and community can be strengthened.

Cultural education involves the study of real people in real places. It provides opportunities for multi-cultural education through recognising commonalities and differences. It also encourages students to reflect on their own personal reality of sense of space.

Examples of Spiritual, Moral, Social and Cultural Education in **Geography** include:

- Students appreciating the power of the Earth's forces, for instance the effects of earthquakes and their impact on people
- Students understanding the threats to the planet now and in the future, including global warming
- Students understanding and debating the conflicting values of tourism and spirituality
- Students discussing the consequences of globalisation and its impacts on workers and their possible exploitation
- Students becoming aware of the social problems of rural decline

History

Spiritual education in History involves exploring the mystery of how and why events in the past happened, and helping pupils appreciate that events did not have to happen that way, they could have taken other directions. It also involves realising the incredible significance that some individuals have had in the past, the distortions that can take place through time and the multitude of different interpretations that can be made about one single event.

Moral education in History involves students being encouraged to comment on moral questions and dilemmas. Students develop the ability to empathise with the decisions which people made at a certain time, based on their historical situation.

Social education in History encourages students to think about how past societies have contributed to our culture today. Students own social development is encouraged through working together and problem solving.

Cultural education involves pupils developing a better understanding of our multicultural society through studying links between local, British, European and world history.

Examples of Spiritual, Moral, Social and Cultural Education in **History** include:

- Students are given the opportunity to explore the beliefs and values from past societies and from a range of different countries
- Students question the moral codes of different societies
- Students explore why men joined the army in 1914 and the issues of right and wrong in fighting for your country
- Students explore the treatment and persecution of minorities in Hitler's Germany

Information Communication Technology (ICT)

Spiritual education in ICT provides opportunities for students to reflect in awe and wonder on the achievements in ICT and the possibilities for the future. ICT allows students the opportunity to reflect on how computers can sometimes perform better in certain activities than people.

Moral education in ICT helps students to explore aspects of real and imaginary situations and enables them to reflect on the possible consequences of different actions and situations. It raises issues such as whether it is morally right to have computer games whose aim is killing and violence and issues related to e-safety. Through real life case studies, students also consider issues surrounding the misuse and access rights to personal data.

Social education in ICT involves collaborative work which encourages social development. ICT can also help all students to express themselves clearly and to communicate. Students are encouraged to research and work collaboratively to find appropriate solutions to issues that may affect particular groups within society.

Cultural education in ICT involves the breaking through of linguistic and cultural barriers. It is possible to e-mail or chat across the world and creates new opportunities to communicate worldwide such as social networks. Whilst studying various aspects of ICT students are asked to reflect on how different cultures are portrayed on the internet and why or who is portraying them in this way. Students are also challenged to think about how differing cultures access and use the internet and what implications this has on the individual and the culture.

Examples of Spiritual, Moral, Social and Cultural Education in **Information Communication Technology** include:

- Students are given the opportunity to discuss the use and misuse of data
- Students consider the wealth of opportunities provided by the internet whilst also considering issues relating to e-safety
- Students learn about, and adhere to, legislation and codes of practice including acknowledging sources and respecting copyright
- Students consider the implications of their digital footprint

Mathematics

Spiritual education involves the awe and wonder of mathematics. Students research mathematical patterns that occur in nature such as the symmetry of snowflake patterns or the stripes of a tiger. There is a sense of wonder in the exactness of mathematics as well as a sense of personal achievement in solving problems.

Moral education concerns the use and interpretation of data that is becoming more prevalent in society. Students are given the opportunity to discuss the use and misuse of data.

Social education in Maths provides students with the opportunity to work together; experimental and investigative work provides an ideal opportunity for students to work collaboratively. Mathematics also allows students to apply their own intuitive feelings and check these against what they have learnt in order to make more sense of the world.

Cultural education in mathematics provides opportunities for students to explore aspects of personal culture and identity through mathematics. Recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures.

Examples of Spiritual, Moral, Social and Cultural Education in **Maths** include:

- Students investigating different number sequences and where they occur in the real world
- Students considering the development of pattern in different cultures including work on tessellations
- Students discuss and debate on the use and abuse of statistics in the media
- Students discuss the cultural and historical roots of mathematics

Modern Foreign Languages (MFL)

Spiritual development in MFL allows students to wonder at the number of different, and similar, ways that people have developed to express themselves and their ideas. Students also look at the simplicity and the complexity of these ideas and the ways in which we learn and construct our languages.

Moral education in MFL involves students using the language to make a personal response to right and wrong. Students are able to consider other peoples' responses to moral issues.

Social education in MFL concerns communicating for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and learning together in the classroom

Cultural education is achieved through pupils valuing all languages and therefore learning to understand and respect other people.

Examples of Spiritual, Moral, Social and Cultural Education in **Modern Foreign Languages** include:

- Aiming to breakdown stereotypes and looking at the similarities as well as the differences between countries and cultures
- Researching projects on different countries and preparing presentations and leaflets to express ideas e.g. healthy eating posters and environment projects
- Students taking part in educational visits to France; to give students the opportunity to experience another culture and speak another language
- Allowing students to develop an appreciation of theatre, music, art and literature by listening to French music and watching French films.
- A theatre company visit to perform a show in French

Music and Performing Arts

Spiritual education in Performing Arts is encouraged through the experience and emotion of response to the creative process. Students are able to reflect on the beauty and wonder of artistic expression in art, music and drama.

Moral education in Performing Arts, involves students expressing their own response to moral dilemmas and emotions. They can appreciate the work of practitioners in expressing unfairness, injustice and in celebrating the victory of good over evil.

Social education in Performing Arts provides an individual and collective experience that contributes to a students' social development. Through group collaboration pupils develop social skills as they realise the necessity of pooling ideas, and of co-operation and mutual agreement. All creative and performing arts provide the opportunity to explore and express ideas and feelings. Throughout this process, students will develop their ability to identify, listen to, understand and respect the views and values of others in discussion.

Cultural education in Performing Arts involves students developing an aesthetic appreciation of the arts drawn from a wide variety of traditions with a diversity of genres, forms and purposes. Students begin to recognise, and appreciate, differences in music, drama and art from different times and places. They can also begin to make connections between different cultures.

Examples of Spiritual, Moral, Social and Cultural Education in **Performing Arts** include:

- Students speaking about difficult events, e.g. bullying, death etc
- Students participating in a variety of different educational visits including theatre trips and music concerts
- Students listening and responding appropriately to the views of others
- Students discussing their beliefs, feelings, values and responses to personal experiences

Physical Education (PE)

Spiritual education involves student developing a variety of skills which allows the students to express their feelings and emotions as well as be amazed by what their bodies can achieve.

Moral education in PE concerns pupils having the opportunity to understand how PE can influence their healthy living and lifestyle. PE highlights the advantages of health and lifestyle through team sports and health related fitness. Students are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is.

Social education involves students having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Students are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and team work.

Cultural education in PE means students are given the opportunity to learn games and sports from different traditions, including their own, as well being able to appreciate the differences between male and female roles within sport.

Examples of Spiritual, Moral, Social and Cultural Education in **PE** include:

- Students reflect on values surrounding competition which includes 'winning at all costs' as well as sportsmanship and fair play
- Students learning to handle success and defeat with dignity
- Students being introduced to tactics and strategies in sport
- Students developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules
- Students competing in a range of sporting events within the Academy, the community and the region

Religious Education (RE)

Spiritual education in RE involves the experience and search for meaning, the purpose in life and the values by which we live. In learning about different religions and why people believe, students have the opportunity to learn from their experiences, to reflect on and interpret spirituality and discuss and reflect on ultimate questions.

Moral education in RE allows students to learn about shared and differing moral values. RE allows students to debate moral dilemmas about right and wrong, and good and bad. RE allows students to discuss issues such as our responsibility towards the world and future generations.

Social education in RE involves exploring similarities and differences in religions and cultures through which students should begin to link religion to personal action in everyday life.

Cultural education in RE involves learning about other religions, giving students an opportunity to learn what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society.

Examples of Spiritual, Moral, Social and Cultural Education in **Religious Education** include:

- Students are given the opportunity to explore the beliefs and values from a range of different religions and cultures
- Students explore beliefs and values on key moral and ethical issues from different perspectives e.g. euthanasia, abortion, life after death, animal rights
- Students explore and examine a range of different religions and cultures, giving them the opportunity to develop an understanding of multiculturalism, diversity and respect for others
- Students become aware of the positive impact in society of different religions
- Students examine aspects of religious architecture, religious paintings and religious symbols and their meanings

Science

Spiritual education in Science involves the search for meaning and purpose in natural and physical phenomena. It is the wonder about what is special about life, an awe at the scale of living things from the smallest micro-organism to the largest tree and the interdependence of all living things and materials of the Earth. It concerns the emotional drive to know more and to wonder about the world and aesthetically appreciate its wonders including the enormity of space and the beauty of natural objects and phenomenon.

Moral education in Science encourages students to become increasingly curious, to develop open-mindedness to the suggestions of others and to make judgements on evidence not prejudice. Students realise that moral dilemmas are often involved in scientific developments.

Social education involves group practical work which provides opportunities for students to develop team -working skills. Students must take responsibility for their own and other people's safety when undertaking practical work. Students are encouraged to consider the benefits and drawbacks of scientific and technological developments and the social responsibility involved.

Cultural education in Science involves thinking of scientific discoveries as part of our culture and that the interdependence of the world, with reference to environmental issues, is central to science.

Examples of Spiritual, Moral, Social and Cultural Education in **Science** include:

- Students debate the ethical issues surrounding current issues such as stem cell cloning to cure diseases

- Students learn about the theories concerning the creation of the universe and evolution of life
- Students consider how scientific perceptions can alter across the planet; from the phases of the moon, the safety of food additives and the local importance of recycling

Technology

Spiritual education involves giving students the opportunity to react to, reflect on, and wonder at the contribution of past generations to the simplicity and complexity of the made- world and the variety of resources available to them.

Moral education involves understanding that decisions to make things can have both positive and negative effects on environments.

Social education in Technology enhances students' ability to co-operate together through activities such as designing and making. It also helps students to assess objects in terms of usefulness, beauty and cost effectiveness. This creates awareness that simple solutions can be used to solve complex problems.

Cultural education in Technology allows students the opportunity to value artefacts from their own culture and from other cultures and compare similarities and differences between how things were made in the past compared with how they are made today.

Examples of Spiritual, Moral, Social and Cultural Education in **Technology** include:

- Students have the opportunity to reflect and wonder how technology controls aspects of the made-world
- Students produce a wide range of food dishes from various cultures
- Students discuss problems concerning the recycling of materials that have fulfilled their use
- Students work together in teams
- Students discuss the constraints of materials and relevant inventions to the design process