



Spiritual, Moral, Social and Cultural (SMSC) Education Policy

November 2023
Review November 2024

Statement of intent

At Exceptional Ideas Ltd, the students and their learning are at the very heart of every decision we make. This policy reflects our diverse mix of students and does not discriminate against any protected characteristics.

Through this policy, we will help students to develop an inner discipline and encourage them to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding themselves to account for the choices they have made. They will want to be honest with themselves and with others. The spiritual, moral, social and cultural (SMSC) education of our students is cross-curricular and also has directed activities at social times targeting specific issues.

Aims

Through the implementation of this SMSC Policy, we aim to:

- Provide a safe, caring and happy environment where each student is valued as an individual and can develop towards their full potential.
- Provide for each student a wide, balanced curriculum of high-quality, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person – fulfilling the requirements of the national curriculum.
- Develop the potential of each student within their capabilities, recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.
- Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.
- Engender a sense of self-respect, independence and self-motivation – to increase the individual's capacity to accept responsibility for actions taken.
- Encourage students to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
- Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
- Foster links between home and school to develop a partnership with parents in the education of their children.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'

2. Guiding principles

Spiritual development

2.1. The spiritual development of students is shown by their:

- Ability to be reflective about their beliefs, religious or otherwise, that inform their perspective on life.
- Knowledge of, 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

2.2. 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 their ability to understand and appreciate the viewpoints of others on these issues.

Social development

2.3. 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 community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

- Ability to use modern communication technology, including mobile technology, the internet and social media, safely.
- 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 students should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Cultural development

2.4. 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 the 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 their understanding of, and showing respect for, different faiths and cultures.
- Understanding, acceptance, respect for, and celebration of, diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- Ability to recognise and value the things shared across cultural, religious, ethnic and socio-economic communities.

3. Cross-curriculum teaching and learning

3.1. SMSC education will take place across all areas of the curriculum and planned social time input, learning and discussion related to SMSC will be recorded on the data drive in the whole school record for 'SMSC Planned Learning.'

3.2. The SMSC education scheme of work is available on the cloud to demonstrate the current academic year's plan for input.

3.3. SMSC has particularly strong links to religious education which is a discrete subject in years 7,8 & 9 within the curriculum, and to the Equality and Diversity (E and D) targeted discussions and activities students are involved in at social times, and PSHE/RSHE education.

3.4. All areas of the curriculum will draw examples from as wide a range of cultural contexts as possible and going forward we will attempt to map exactly where each curriculum area draws on or inputs SMSC.

3.5. In order to develop a strong sense of identity in our students, we will use social time and classroom discussion to enable them to:

- Talk about their experiences and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events, e.g., bullying and death.
- Share thoughts and feelings with other people.
- Explore relationships with friends, family and others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally, e.g., empathy, respect, open-mindedness, sensitivity, critical awareness, etc.

3.6. Many areas across the curriculum provide opportunities for students to:

- Listen and talk to each other.
- Learn to treat all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

3.7. We may use the following methods to help students develop an understanding of how they can influence decision-making through the democratic process:

- Hearing students' voice through discussion and making them active participants in the school environment and some decisions.
- Voting on charities to support.
- Issuing student exit questionnaires, in particular for students leaving the school, for example, those moving onto the next stage in their education.
- Writing balanced arguments in English lessons.
- Providing students with opportunities to take part in debates and public speaking activities.

- Celebrating cultural holidays and holidays that highlight difference and diversity.
- Involving students in the local community where possible.

3.8. We may use the following methods to help students develop an understanding of the rule of law:

- Setting high expectations for behaviour and respect.
- Setting classroom and school boundaries.
- Teaching students about health and safety laws, including e-safety laws and food hygiene laws, relevant to the school setting.
- Teaching students about the roles of all those who help us, including staff members, emergency services, friends and family.
- Teaching students about the role of the monarchy and of previous monarchies.
- Providing students with opportunities to celebrate the lives of people who have influenced the course of history.

3.9. We may use the following methods to help students develop an understanding of different faiths and beliefs:

- Celebrating differences and similarities through cultural event days, for example, International Day.
- Arranging trips to places of worship.
- Teaching about different beliefs and cultures.
- Exploring morals through lessons, stories and assemblies.
- Arranging visits from various religious leaders.
- Blocking out times in the timetable for in-depth religious study for KS3.

3.10. Additional practical activities to encourage students' SMSC development may include:

- Working together in different groupings and situations, particularly during planned activities.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participating in a variety of different educational visits.
- Participating in or viewing live performances.
- Studying literature and art from different cultures, supported where possible, by visits from writers and artists and participation in workshops.
- Hearing and seeing live performances by professional actors, dancers and musicians.

- Learning songs from different cultures and playing a range of instruments including steel pans and samba instruments.
- Making and evaluating food from other countries.
- Studying the contributions to society that certain famous people have made.

3.11. Mentors will help students' SMSC development by:

- Encouraging teamwork in PE, games and activities.
- Encouraging an appreciation of, and respect for, the work and performance of other students, regardless of ability.
- Using Equality and Diversity themes to explore important aspects of both British heritage and other cultures, e.g., festival days, the patron saints and global events.

4. Community links

4.1. The school attempts to develop strong links with the wider community and develops these links by reaching out to the community through the following activities:

- Offering support with community work such as litter picking, planting etc.
- Showing an interest in community events such as village fete set up, speed watch etc.
- Visiting the local church for informal visits in either learning or therapeutic capacities.
- Utilising local facilities for training and larger student led/focussed events (e.g., village halls, church halls etc).

5. SMSC matrix

5.1. The SMSC matrix located in the appendices is in progress and is being updated regularly. This shows where spiritual, moral, social and cultural education, respectively, are embedded into subjects and provides evidence of their inclusion.

6. Promoting fundamental British values

6.1. We will take the following actions to promote fundamental British values:

- Including in suitable parts of the curriculum age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other countries, but more specifically, targeting

specific social time activities to looking at and considering the reach and importance of this.

- Teaching students a broad and balanced international history.
- Representing the cultures of all our students within the curriculum.
- Providing a wide range of English and non-English literature.
- Commemorating World Wars 1 and 2.
- Demonstrating the historical importance of the Commonwealth.
- Ensuring that all students have a voice that is listened to.
- Demonstrating how democracy works by actively promoting democratic processes, for example, via a school council.
- Using general and local elections to hold mock elections and provide students with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help students learn about and understand a range of faiths.
- Using extra-curricular activities to promote fundamental British values.

6.2. Through our SMSC programme, we will:

- 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 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.

6.3. By promoting fundamental British values through SMSC education, we will provide students with:

- An understanding of how they can influence decision making through the democratic process.
- An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.

- An understanding that there is a separation of power between the executive and the judiciary, and while some public bodies, for example the police, can be held to account by parliament, others maintain independence, for example, the court system.
- An understanding that their freedom to choose and hold faiths and beliefs is protected by law.
- An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated and should not be subject to prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

7. Monitoring and evaluation

7.1. We listen to the views of our students and their parents. We operate an open-door policy for the sharing of views and have a formal system in place including:

- Student exit questionnaires at the end of Year 11.
- Parent consultations.
- Annual review meetings.
- An annual parents' questionnaire to go out with annual school reports.

7.2. SMSC provision and, crucially, uptake of and competency in demonstrating SMSC provision, is monitored and reviewed by the Therapeutic and Transition Lead in each school via the risk assessment. The risk assessment is reviewed every ten weeks for each student and consideration will be given here as to any missed or refused learning and the consequences that has on risk ratings for each individual in the areas of SMSC, British Values and Protected Characteristics. Missed or refused learning will then form part of the students' therapeutic plan.

7.3. SMSC provision is reviewed on an annual basis in the following ways:

- The monitoring of teaching and learning and work scrutiny by the senior for curriculum, senior for teaching and learning, headteacher and Deputy Director as part of our general monitoring.
- Regular discussions at staff and senior meetings.
- Annual policy audits.
- The development of RE, RHSE/PSHE and Equality and Diversity sessions to reflect the diversity of both our school and society.

- The sharing of classroom work and practice.

7.4. This policy is reviewed on an annual basis by the headteacher and Deputy Director.

7.5. The next scheduled review date for this policy is November 2024.

Appendix A: SMSC Matrix

The matrix below demonstrates where spiritual, moral, social and cultural education, respectively, are embedded into subjects and activities, and provides evidence of their inclusion.

Activity or lesson	Does it contain spiritual education?	What evidence can you provide?	Does it contain moral education?	What evidence can you provide?	Does it contain social education?	What evidence can you provide?	Does it contain cultural education?	What evidence can you provide?
Maths	✓	<p>Across all of maths learning, students are encouraged to question, find out and enjoy learning about themselves and their world.</p> <p>9.4 Pythagoras and its origins.</p> <p>9.5 powers of 10 in computing.</p> <p>7.6 symmetry in religious patterns and shapes.</p> <p>8.1 Fibonacci, Pascal's triangle.</p> <p>9.1 Mandalas in geometry.</p>	✓	<p>8.4 Statistical honesty and decision making.</p> <p>8.4 explore financial decision making, how to cope with less income and the consequences of debt. How can good statistical analysis and using statistical planning help people make good, informed decisions?</p> <p>8.3 the application of probability and risk in gambling.</p>	✓	<p>8.5 using perimeter in boundary disputes etc.</p> <p>9.6 teamwork to solve distance/time graph problems and conduct experiment.</p> <p>8.2 learning about census data.</p> <p>7.3 considering mental and physical personal space of self and others.</p>	✓	<p>8.6 (loci in relation to social distancing calculations)</p> <p>9.4 Pythagoras and its origins.</p> <p>7.5 ratio in real life - sport, map reading, childcare, recipes. Ratio of world or local religion/ethnicity.</p> <p>7.6 Islamic tiling patterns and rangoli in transformations.</p> <p>7.1 Roman numerals, Al-Khwarizmi & Diophantus.</p> <p>7.2 different number systems, e.g. hexadecimal, binary, octal, decimal.</p>

								9.2 Egyptian fractions. 9.3 Bletchley park, codes and encryption.
English	✓	8.6 looking at themes of fate and superstition. 7.4 poetry from other countries and religions. 9.4 'The American Dream'. 8.2 The theme of souls is investigated.	✓	8.2 morality. 8.1 dystopian conventions. 7.5 conflict and resolution. 10.3 Wars and spies. 9.4 the predatory nature of human existence. 8.5 Fairy tales - morals and meanings. 10.2 narrative perspectives.	✓	7.1 Body language. 8.3 Methods of communicating with others and wider world. 9.2 characters and relationships. 10.4 speeches and communication. 9.1 communication through music.	✓	9.1 Songs and lyrics-meanings. 7.1 you and your culture. 9.3 Shakespeare – how has he influenced the English language? 7.4 The history of English. 8.5 Black American experiences in literature. 9.1 Britain and tourism. 10. How Great Britain has changed since Victorian times.
Combined Science	✓	7.4 Bodily autonomy, the importance of consent and how to respect others' bodily autonomy.	✓	7.4 Bodily autonomy, the importance of consent and how to respect others' bodily autonomy.	✓	7.4 Bodily autonomy, the importance of consent and how to respect others' bodily autonomy.	✓	7.4 Bodily autonomy, the importance of consent and how to respect others' bodily autonomy.

		<p>8.5 Global warming and how it affects the planet and ways you can help fight global warming.</p> <p>7.3 Access to electricity across the world and how people are working to provide electricity to more places.</p> <p>10.4 The term binary and the LGBTQ+ community.</p> <p>8.3 Displacement of people from their homes due to natural disasters or wars, looking at current world issues.</p>		<p>8.5 Global warming and how it affects the planet and ways you can help fight global warming.</p> <p>7.3 Access to electricity across the world and how people are working to provide electricity to more places.</p> <p>10.4 The term binary and the LGBTQ+ community.</p> <p>8.3 Displacement of people from their homes due to natural disasters or wars, looking at current world issues.</p>		<p>8.5 Global warming and how it affects the planet and ways you can help fight global warming.</p> <p>7.3 Access to electricity across the world and how people are working to provide electricity to more places.</p> <p>10.4 The term binary and the LGBTQ+ community.</p> <p>8.3 Displacement of people from their homes due to natural disasters or wars, looking at current world issues.</p>		<p>7.3 Access to electricity across the world and how people are working to provide electricity to more places.</p> <p>10.4 The term binary and the LGBTQ+ community.</p> <p>8.3 Displacement of people from their homes due to natural disasters or wars, looking at current world issues.</p>
Chemistry	✓	10.1 Researching the God particle.	✓	10.2 Explore the moral issues surrounding diamonds.	✓	11.1 research the implications of crude oil exploitation.	✓	11.2 Research and discuss fireworks celebrations around the world.

		<p>10.4 Research halotherapy and the ways in which different cultures around the world utilise it.</p> <p>10.6 To reflect on day-to-day activities, identify real life examples of chemical reactions and understand the science behind them.</p>		<p>10.3 To research and understand the consequences of not recycling batteries appropriately.</p> <p>10.5 To research the ethical and moral aspects of energy use.</p>				<p>11.3 To understand and appreciate that different religions have their own beliefs with regard to when and how the Earth was created.</p>
Physics	✓	<p>10.6 reflecting on science experiments and identifying things that went well and those that didn't.</p> <p>10.5 Can the student reflect on the science experiment and recognise what went well and what could have been better?</p>		<p>10.2 Research people's views on renewable energy such as wind farms and solar farms. Do all people agree with them and what are their reasons?</p> <p>10.4 How do the views of the student differ for others on the subject of more nuclear power stations in the UK.</p>		<p>10.1 Does the whole world have access to energy resources?</p> <p>10.3 Student can use science experiments as an opportunity to learn about the world around them.</p> <p>10.6 Learn about the world through experimenting in science.</p>		

						11.2 To be able to use imagination and creativity in their learning. What can the student make with magnets? 11.3 How can the student create the effect of waves?		
Biology	✓	10.1 Religion as an impediment to stem cell research. 10.3 Cultural/religious beliefs regarding influencing health beliefs/treatment. 11.3 Religion and human behavioural adaptation. 10.6 Religion and GMOs.	✓	11.1 Slow decomposition of plastics and moral issues related to the use of plastic. 10.2 Research popular diets to assess merits and limitations. 10.5 Substance use/abuse and reaction times.	✓	10.4 Social benefits of exercise.	✓	10.2 Research naturopathy and where/why it is used. 11.2 Research how different cultures/religions view GMO crops and animal cloning.
Art	✓	7.1 Mixing different skin tones in different mediums, talking about diversity.	✓	9.3 Looking at pictures of modern journalism surrounding current world issues.	✓	8.2 The importance of working together to achieve the best results.	✓	7.1 Mixing different skin tones in different mediums, talking about diversity.

		<p>8.2 The importance of working together to achieve the best results.</p> <p>9.3 Looking at pictures of modern journalism surrounding current world issues.</p> <p>10.4 National dishes from around the world.</p> <p>7.5 How people express themselves and being inclusive of everyone around us.</p> <p>9.6 Availability of the internet and other resources such as food and water worldwide.</p>		<p>7.5 How people express themselves and being inclusive of everyone around us.</p> <p>9.6 Availability of the internet and other resources such as food and water worldwide.</p>		<p>10.4 National dishes from around the world.</p> <p>7.5 How people express themselves and being inclusive of everyone around us.</p> <p>9.6 Availability of the internet and other resources such as food and water worldwide.</p>		<p>8.2 The importance of working together to achieve the best results.</p> <p>10.4 National dishes from around the world.</p> <p>7.5 How people express themselves and being inclusive of everyone around us.</p> <p>9.6 Availability of the internet and other resources such as food and water worldwide.</p>
History	✓	10.1, 7.3, 10.4 - to have knowledge of,	✓	11.1, 7.4, 9.4 - to be able to recognise the	✓	8.3 demonstrate acceptance of and engagement	✓	7.1, 10.5 - to understand and appreciate the wide

		<p>and respect for, different people's faiths, feelings and values.</p> <p>9.2, 10.2, 8.4, 7.6, 8.6 - to be able to use imagination and creativity in their learning.</p>		<p>difference between right and wrong and to readily apply this understanding to their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.</p> <p>7.2 to demonstrate understanding of the consequences of their behaviours and actions.</p> <p>8.1 to demonstrate interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>		<p>with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>		<p>range of cultural influences that have shaped their own heritage and that of others.</p> <p>8.6 to understand and appreciate the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.</p> <p>11.2 to be able to recognise and value the things we share in common across cultural, religious, ethnic, and socio-economic communities.</p> <p>8.2, 10.3 - to demonstrate knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p>
--	--	---	--	---	--	--	--	--

								<p>9.3, 11.3 - to demonstrate willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p> <p>9.1 to demonstrate interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>
RS	✓	Throughout all RS plans, students are encouraged to question, investigate, and find out about themselves, their own beliefs	✓	Throughout all the RS plans, students are encouraged to recognise the difference between right and wrong, both within the UK specifically, but	✓	Throughout the RS plans, students will be provided with opportunities for day trips to places of religious or spiritual significance. This	✓	<p>9.1 Surname/family history research.</p> <p>9.3 Mosque visit.</p> <p>8.4 Wedding attire/food comparison.</p>

		<p>and the beliefs of others.</p> <p>7.4 Creative methods to show different religious symbols.</p> <p>9.5 Meditation reflection.</p> <p>9.6 Wall display.</p> <p>10.1 Life after death artwork.</p> <p>9.2 Diary entry from religious perspective.</p>		<p>also within specific faith traditions.</p> <p>10.4 Lawyer working on a just-war case.</p> <p>8.5 Ethical scenarios.</p> <p>10.6 Court case on prejudice and the law.</p> <p>7.2 Research into UK law and immoral acts.</p> <p>10.2 Letter to the Prime Minister or religious leader.</p> <p>10.3 Flow chart – cause of crime to rehabilitation/ reform.</p>		<p>will provide an opportunity for students socialise and participate with people from varied backgrounds, as well as an opportunity for students to show tolerance and respect to others.</p>		<p>9.4 10 commandments, UK law and Parliament research.</p> <p>7.5 Hindu temple visit.</p> <p>10.5 Marriage simulation.</p> <p>8.6 LEDC journal.</p>
PE								
Geography	✓	<p>Across all of geography learning, students are encouraged to question, find out and enjoy learning about</p>	✓	<p>7.1 Understand the difference between MEDCs and LEDCs and the factors that affect how serious the disaster could be.</p>	✓	<p>10.1 To understand human causes of flooding.</p> <p>11.2 To be able to describe some of the pressures of Urban growth</p>	✓	<p>9.1 How the risks of earthquakes can be reduced.</p> <p>How the risks of volcanic eruptions can be reduced.</p>

	<p>themselves and their world.</p> <p>8.1 Understand the implications of the increasing global population.</p> <p>8,2 Population distribution is where people live – this can be on a Global, Regional or Local scale.</p> <p>9.2 To demonstrate understanding of the UK's uplands.</p> <p>10.2 To show the ability to recognise and describe distributions and patterns of human features on an Atlas map.</p> <p>7.3 To gain an understanding of Mass Movement.</p>		<p>9.1 How the risks of earthquakes can be reduced. How the risks of volcanic eruptions can be reduced.</p> <p>10.1 To understand human causes of flooding.</p> <p>7.3 To gain an understanding of Mass Movement.</p> <p>8.4 To demonstrate understanding pollution.</p> <p>7.5 To demonstrate understanding of world biomes.</p> <p>8.6 To demonstrate understanding of what a Geographical Enquiry is and how to undertake one.</p> <p>10.6 The Challenge of resource management - Global resource management.</p>		<p>in LICs and NEEs.</p> <p>7.3 To gain an understanding of Mass Movement.</p> <p>9.3 To gain an understanding of the different types of extreme weather we have in the UK.</p> <p>7.5 To demonstrate understanding of world biomes.</p> <p>8.5 To demonstrate understanding of the population and demographic make-up of Nigeria and Japan.</p> <p>9.6 To understand issues related to biodiversity in a cold environment.</p>		<p>11.1 To understand factors influencing development.</p> <p>7.2 Rivers change as they make their way to sea. This affects the characteristics of the valley it flows through.</p> <p>8.2 Population distribution is where people live – this can be on a Global, Regional or Local scale.</p> <p>9.2 To demonstrate understanding of the UK's uplands.</p> <p>10.2 To show the ability to recognise and describe distributions and patterns of human features on an Atlas map.</p> <p>11.2 To be able to describe some of the pressures of Urban growth in LICs and NEEs.</p>
--	---	--	--	--	---	--	---

		<p>10.3 To gain an understanding of how plants have adapted to survive in the Tropical Rainforest.</p> <p>7.4 To demonstrate understanding of the different climates across the world.</p> <p>8.4 To demonstrate understanding pollution.</p> <p>9.4 To demonstrate the ability to select, measure and record data appropriate to the chosen enquiry.</p> <p>10.4 Understanding of that fact that a growing percentage of the world's</p>						<p>7.3 To gain an understanding of Mass Movement.</p> <p>8.3 To demonstrate understanding of settlement in urban areas.</p> <p>9.3 To gain an understanding of the different types of extreme weather we have in the UK.</p> <p>10.3 To gain an understanding of how plants have adapted to survive in the Tropical Rainforest.</p> <p>11.3 To understand that climate change is the result of natural and human factors and has a range of effects.</p> <p>7.4 To demonstrate understanding of the different climates across the world.</p> <p>8.4 To demonstrate an understanding of pollution.</p>
--	--	---	--	--	--	--	--	---

	<p>population lives in urban areas.</p> <p>11.4 To demonstrate the ability to prepare for paper three of the geography exam.</p> <p>7.5 To demonstrate understanding of world biomes.</p> <p>8.5 To demonstrate understanding of the population and demographic make-up of Nigeria and Japan.</p> <p>9.5 To demonstrate the ability to pick a suitable question for geographical enquiry.</p> <p>10.5 To gain an understanding of the location of</p>						<p>9.4 To demonstrate the ability to select, measure and record data appropriate to the chosen enquiry.</p> <p>10.4 To demonstrate an understanding of that fact that a growing percentage of the world's population lives in urban areas.</p> <p>9.5 To demonstrate the ability to pick a suitable question for geographical enquiry.</p> <p>9.6 To understand issues related to biodiversity in a cold environment.</p>
--	---	--	--	--	--	--	---

		<p>their case study, the impacts of migration into it and the character of the city.</p> <p>7.6 To demonstrate understanding of the weather and climate in Nigeria and Japan.</p> <p>8.6 To demonstrate understanding of what a Geographical Enquiry is and how to undertake one.</p> <p>10.6 The Challenge of resource management - Global resource management.</p>						
Food Technology	✓	<p>9.5 Bread – science of bread making. Breaking bread.</p> <p>8.5 Food choice factors -</p>	✓	<p>7.5 Food security in Britain compared to other countries.</p> <p>9.3 Sustainability in traditional British dishes - e.g., Cod.</p>	✓	<p>9.4 Groups and nationalities more likely to get diabetes.</p> <p>7.2 Research how workers are</p>	✓	<p>10.4 Flour and different flours used in cultural and traditional recipes.</p>

		religious reasons for food choice. 10.3 Religious festivals and food preparation methods. 10.2 Vitamin D deficiency – country specific.		11.3 Eatwell Guide and appropriateness in a country suffering hunger. 8.2 Food waste. 10.1 Plant based diets to reduce carbon emissions.		treated in the food industry in other countries.		10.5 How have traditional dishes evolved? 11.2 Research NEA2 question.
DT	✓	9.4 To demonstrate ability to recognise and explain the characteristics of products. 8.2 To be able to make your design a prototype. 7.6 To be able to create a demonstration product.	✓	8.1 Look at the actions of themselves and others and the consequences that they have on the sustainability of biomimicry. 9.5 To gain an understanding of why it is important for companies to use sustainable and environmentally friendly products.	✓	8.4 How different diverse backgrounds make a community as one by working together to make change.	✓	9.4 To demonstrate ability to recognise and explain the characteristics of products. 8.3 Student to be able to identify different civil engineering during the train/ car journey.
Music	✓	7.1 Artistic freedom. 7.3 Learning about yourself.	✓	8.3 Morals & ethics. 9.2 The law. 9.3 Morals & ethics.	✓	8.5 Monarchy, the rule of law.	✓	7.1 How African Americans helped shape contemporary music. 8.1 Elitism in music.

		<p>7.5 Self-discovery.</p> <p>9.5 Respect.</p> <p>8.4 & 10.4 self-reflection on learning experiences: challenges and barriers.</p> <p>8.6 Respect.</p> <p>10.2 Arabic music.</p> <p>10.6 Self-awareness.</p>		<p>9.4 Legal and moral aspects of illegal music sharing.</p> <p>11.1 Consequences.</p>				<p>9.1 Participation in the arts.</p> <p>9.6 Cultural influences.</p> <p>10.1 Religious festivals.</p> <p>10.3 Elitism.</p> <p>10.5 Participation.</p>
IT/CS	✓	<p>7.3 Understanding of the input - process - storage - output model in computing.</p> <p>7.6 To consolidate knowledge on programming.</p>	✓	<p>8.6 Understand possible threats, vulnerabilities and risks of information.</p> <p>9.3 Understand how encryption can be used and understand why data on networks needs to be encrypted.</p>	✓	<p>8.3 Programming languages: A recap.</p> <p>7.3 Understanding of the input - process - storage - output model in computing.</p> <p>7.6 To consolidate knowledge on programming.</p>	✓	<p>8.3 Programming languages: A recap.</p> <p>7.3 Understanding of the input - process - storage - output model in computing.</p>

						9.3 Understand how encryption can be used and understand why data on networks needs to be encrypted.		
Psychology	✓	10.1 - Create a visual illusion. 10.4 Individuality drawing. 10.6 Religious perspectives on human evolution.	✓	10.2 Research morals and apply to psychological study. 10.3 Right and wrong scenario and review.	✓	Some Psychology plans allow for students to interact with other students across the school. 10.1 Visual illusion – review and ask peers and other people to interpret their creations.	✓	10.5 Language and cultural similarities.
Citizenship	✓	8,1 Understanding what is meant by a diverse society. 9.2 Changes and movement of population over time: the impact on different communities in the UK; the nature of		7.4 To understand What causes conflict amongst people. 8.5 To understand the consequences and punishments of them breaking the law. 8.6 To demonstrate an understanding of social media and how these	✓	7.4 To understand what causes conflict amongst people. 8.6 To demonstrate an understanding of social media and how these platforms shape the way people form opinions.	✓	8.1 Understanding what is meant by a diverse society. 9.2 Changes and movement of population over time: the impact on different communities in the UK; the nature of immigration and migration to and from the UK.

		<p>immigration and migration to and from the UK.</p> <p>8.3 Understanding what is meant by global community.</p> <p>7.4 To understand what causes conflict amongst people.</p> <p>8.6 To demonstrate an understanding of social media and how these platforms shape the way people form opinions.</p>		platforms shape the way people form opinions.				<p>8.3 Understanding what is meant by global community.</p> <p>7.4 To understand what causes conflict amongst people.</p>
ELC science	✓	<p>Component 1: Looking at any religions against IVF treatments and the ethical implications.</p> <p>Component 5: Chernobyl investigation.</p>	✓	Component 2: Debate around ethics of artificial selection in plants and animals.	✓	Component 3: Mining for ore, diamond and gold mining and the social impacts on workers.	✓	<p>Component 4: Production and processing of crude oil and its impact on social and cultural influences of countries e.g. Russia vs Ukraine – what do they produce and where does it go to?</p> <p>Component 6: differences in power</p>

								usage in 1 st vs 3 rd world countries.
ELC maths	✓	<p>Throughout all the ELC Maths learning, students are encouraged to question, find out and enjoy learning about themselves and their world.</p> <p>Component 1 To be able to recognise place value in three-digit numbers.</p> <p>Component 5 - To demonstrate the ability to find the difference between two times given in hours, half hours and quarter hours.</p>	✓	Component 2 - To be able to use and interpret +, -, × and = in real-life situations for solving problems.	✓	<p>Component 3 - To show an understanding of equality.</p> <p>Component 4 - To be able to recognise and identify equivalent fractions.</p> <p>Component 6 - to be able to measure the perimeter of a simple shape.</p>	✓	<p>Component 2 To be able to use and interpret +, -, × and = in real-life situations for solving problems.</p> <p>Component 4 - To be able to recognise and identify equivalent fractions.</p> <p>Component 7 - To be able to draw lines of symmetry on shapes or pictures.</p> <p>Component 8 - To be able to interpret simple tables, diagrams, lists and graphs (interpreting different pictures and symbols of faith).</p>
ELC English	✓	Throughout all the ELC English learning, students are encouraged to question, find out and enjoy learning about	✓	<p>Component 1 - To be able to explain language and structural features and how they are used for effect.</p> <p>Component 1 - next step up. To be</p>	✓	Component 1 - next step up. To be able to compare information from text.	✓	<p>Component 2 - To be able to compare texts and identify the historical, social and cultural contexts.</p> <p>Component 1 - next step up. To be able to</p>

		<p>themselves and their world.</p> <p>Component 1 - next step up. To be able to compare information from text.</p> <p>Component 2 To be able to compare texts and identify the historical, social and cultural contexts.</p>		able to compare information from text.				compare information from text.
ASDAN								
Key considerations							Yes	No
Are all aspects of SMSC evident when students move around the school?								
Are all aspects of SMSC reflected in classroom and corridor displays?								
Does the school website reflect a consistent approach to all aspects of SMSC?								