



Spiritual, Moral, Social & Cultural Development Policy

This policy is reviewed every year by the Standards Committee

History of Document

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ELMS BANK SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT POLICY

1. Purpose

At Elms Bank we wish to create opportunities for every pupil to develop to his or her maximum potential. We recognise that the development of pupils, spiritually, morally, socially and culturally plays a vital part not only in their ability to learn and achieve, but also in their ability to relate fully to and have the ability to access the world they live in. Therefore we aim to provide all learners with access to appropriate SMSC learning opportunities, across all subjects and through the wider curriculum, throughout their daily lives at Elms Bank.

2. Key Principles

- To ensure that everyone connected with the school is aware of our aims, values and ethos.
- To ensure a consistent approach to the development of SMSC understanding throughout the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that enrich our society.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

3. SMSC and the Curriculum

The teaching team at Elms Bank is committed to the provision of SMSC development opportunities in all areas of learning, working both proactively and responsively to ensure that we make the very most of every available opportunity. All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. As such, subject leaders have contributed towards the SMSC policy by explicitly outlining these opportunities they provide in each of the 4 strands of SMSC (see Appendix 1). SMSC opportunities are varied, diverse and bespoke to the needs of class groups and individual pupils.

In addition to National Curriculum areas, a large proportion of SMSC at Elms Bank is delivered through assemblies, whole school events such as the School Production, Arts Week and Culture Day, and through our extensive extra curricular provision.

4. Elms Ethos

On a day-to-day basis pupils are accountable to our ELMS ethos, which is displayed around the school and included in the home/school diary. These were agreed at a whole school staff INSET, and represent the core values of our community:

E – Everyone (Respected, Happy Safe)
L – Learning (Listen, Concentrate, On task)
M – Motivates (Engage, Enjoy, Encourage)
S – Success (Progress, Achievement, Pride)

The Elms ethos reflects the need to value ourselves, our families and other relationships, the wider groups to which we belong, the diversity of our society and the environment in which we live.

5. Assemblies

All aspects of SMSC are promoted through our school assemblies. We follow a carefully planned timetable of themes that link closely with our PSHE and RE curriculum.

The themes of our assemblies allow the children to think and speak openly about their own beliefs, sharing their ideas on a number of important topics and issues. Throughout the year, we recognise special events and festivals, including those of people with different beliefs to our own, and the children learn about how these are celebrated. We also use our assembly as a time to promote the successes of our students, e.g. Student of the Week, Certificates for Merits and celebration of sporting and other achievements. In each assembly we ensure a period of prayer or reflection, in addition to our 'Thought of the Week'.

6. Links with the Wider Community

Visitors are welcomed into our school.

Links with the local churches and schools are fostered.

Visits to places of worship of other faiths are arranged to support the understanding of different cultures.

The school supports the work of a variety of charities.

The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children.

Children will be taught to appreciate and take responsibility for their local environment.

Our work on the Comenius project.

7. Recording and monitoring across the whole school

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring teaching and learning and work scrutiny by Subject leaders and SMT
- Across the school, teachers use the online grid at <https://www.gridmaker.net/ebsac/>, to record all SMSC development opportunities that are provided for students. It is the responsibility of the SMSC coordinator to monitor and evaluate SMSC coverage across the school using the online grid.
- Regular updates on the provision and development will be provided for Teachers, SMT and the Governors using the data gathered from the Grid. Through consultation with subject coordinators, areas of development will be identified to ensure all areas of SMSC are being delivered effectively.

8. Conclusion

The provision for SMSC is woven into every element of our practice and our school ethos. By working together to record and monitor our provision we intend to maintain the range of opportunities provided in addition to building further on areas of strength; and focus learning and development in those areas of greatest need for our students.

We firmly believe that the effective provision and delivery of SMSC will purposefully ensure all our pupils develop the skills they need to achieve success and fulfillment in life.

9. Spiritual, Moral, Social & Cultural (SMSC) Development in KS5

Spiritual –

- Termly assembly
- SoW which explicitly identify opportunities for teaching school values and beliefs of others
- Opportunity to discuss feelings, values and beliefs e.g. lesson observation, circle time, school council
- Opportunity to respond to personal experiences
- Supporting and sustaining the faith values of pupils and respecting their family commitment
- Encouraging respect for diversity of belief
- Lesson plans which have a diversity of style and approach
- Promotion of self-esteem
- Celebratory events, certificates, award ceremonies, etc.
- A hopeful and optimistic view on life expressed around school
- Inspirational visitors
- Encouraging an attitude of thankfulness and appreciation of the 'good' things in life
- Opportunities to learn about spiritual wisdom from faith traditions e.g. from sacred literature, poetry, people of faith traditions, faith stories, Christmas and other festivals
- Promoting teaching styles which value pupils' questions and give them space for their

own

- thoughts, ideas and concerns; enable pupils to make connections between aspects of their
- learning; encourage pupils to relate their learning to a wider frame of reference, for example, asking Why? What? How? Where?
- Teaching styles that help pupils to develop critical, independent thought and different ways of thinking e.g. circle time, thinking skills, through questioning
- Teaching styles that value the child, questions that promote honesty and discussion between pupils and adults, allowing time for exploration, evaluation and reflection
- Honest interactions reflecting 'teachers do not always have the answers'; sensitivity to pupils' questions and comments e.g. classroom practice that does not allow ridicule; being aware of pupils' stage of development by observing and assessing and listening to the pupil making their own responses
- Assessment that allows pupils to reflect on successes and challenges
- Moments of stillness, reflection, guided visualisation
- Opportunities to pause for reflection e.g. sensory garden, sensory theatre
- Reviews and plenaries that give opportunity to reflect
- Opportunities to talk about and explore their own and others' feelings and emotions
- Activities that help pupils to recognise how others are feeling and how this makes them behave and make suitable responses
- Attractive entrance area, classrooms and communal spaces with displays that reflect spirituality

Moral –

- Pupils know school rules and reasons for them
- All adults are aware of school rules, rewards and sanctions and model appropriate behavior consistently
- Coherent policies to prevent discrimination on race, religion, gender, sexual orientation, etc.
- Coherent and planned teaching programs for PSHE, Sex and Relationships Education, Drug and Alcohol Education, etc.
- Encouraging children to take responsibility for their actions e.g. respect for property, care of the environment
- Pupils have opportunities to consider the consequences of their own and others' actions and to consider issues of rights and responsibilities
- The teaching and learning environment allows pupils to express their own views of ethical and moral issues and personal values
- Children are aware of contemporary issues of justice and values and have opportunities to explore these
- Values are taught from different perspectives e.g. classroom practice, local community issues, international issues and concerns
- Pupils are able to practice moral decision making with some exploration of the underlying values and beliefs upon which we base our decisions e.g. role play
- Opportunities to celebrate good behaviour, respect and to praise pupils who demonstrate the school's vision in practical ways e.g. helping others
- Pupil involvement in whole school decision making e.g. school council
- An awareness of the school policy and expectations regarding racism and respect for others
- Teaching about different cultures, values, principles and beliefs and how they are interpreted e.g. in dress, language, food, symbol, tradition and worship, attitudes to education
- An attitude of respect that allows a conversation about differing views
- Opportunities to consider ethical and moral issues raised in different curriculum areas

e.g. SRE, moral viewpoints in stories

- Reinforcement of the school's values through images, posters, classroom displays, etc.
- Discussion and reinforcement of school values in teaching

Social –

- PSHE SOW
- Behavioural expectations
- Inclusion opportunities
- Pupils are aware and value those who make up the social community
- Teaching styles that encourage co-operative learning
- Teaching about respect and how this affects our relationships
- Opportunities for valuing the home and social background of
- Respect given to parents and helpers with opportunities to show thanks
- Curriculum opportunities to explore ways in which respect can be given to other people with regards to social similarities and differences
- Positive whole school opportunities e.g. music, art and sports events, specialist subject days/events, school fairs, charitable events, class projects, assemblies
- Co-operative group work
- Explicit teaching of social skills and strategies to promote personal qualities and attitudes that the school values
- Teaching using structured discussion e.g. class discussion
- Inviting visitors in for discussion e.g. health visitors, charity groups
- Opportunities for engaging in the democratic process and participating in community life e.g. school council, extended schools activities, PTA/child events, inclusion opportunities, external visits
- Opportunities for pupils to exercise leadership and
- Self-assessment in annual reviews
- Child led initiatives e.g. fundraising
- Positive and effective links with the world of work and the wider community e.g. visits and visitors, work related learning, work experience, transition projects, college

Cultural –

- Opportunities to address discrimination and promote equality and diversity
 - Recording incidents, following anti-discriminatory procedures
 - Extending pupils' knowledge and use of cultural imagery and language e.g. cultural days, international visits, school links, visitors, visits to places of worship
 - Induction for new pupils and their families
 - Induction for new staff
 - Utilising strengths and interests of parents
 - Celebratory events of all kinds
 - School commitment to links with parents and carers
 - Planned transition
 - Extended schools provision
 - Opportunities for pupils to participate in literature, drama, music, arts and crafts and other cultural events
- Spontaneous responses to events e.g. responses to man-made and natural disasters, poverty and relief campaigns
- Participation in local cultural events
 - Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness e.g. theatre, museum, gallery visits
 - Use of the internet to research and develop awareness of cultural diversity
 - Reinforcing the school's cultural values through displays, posters etc.
 - German Link School

10. Spiritual, Moral, Social & Cultural (SMSC) Development in Art and Design

Spiritual – In Art the work of students becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great artists and experience wonder and awe at the achievements of these great works of art. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.

Moral – The department promotes mutual respect and consideration for others works. Pupils are encouraged to show compassion when assessing the work of others through Afl activities, understanding how their comments can build up or destroy another's self-belief. The Art department promotes the whole school rules and adheres to the policy for behaviour.

Social – Art and Design frequently requires all pupils to work in pairs, groups or teams. Students are regularly involved in discussions of a range of artists and art work, encouraging and developing communication skills. Students work promotes discussion through extensive displays of student Art work around the school, on the school website and frequently in the local community. Students create Art work to display in the Gallery, a social environment for both staff and students.

Cultural – Art and Design frequently requires all pupils to work in pairs, groups or teams. Students are regularly involved in discussions of a range of artists and art work, encouraging and developing communication skills. Students work promotes discussion through extensive displays of student Art work around the school, on the school website and frequently in the local community. Students create Art work to display in the Gallery, a social environment for both staff and students.

11. Spiritual, Moral, Social & Cultural (SMSC) Development in Drama

Spiritual – Spiritual development in Drama occurs through the on-going analysis of what it means to be human. We create a diverse curriculum where we hope to enable students to;

- Sustain their self-esteem in their learning experience
- Develop their capacity for independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings and values
- Create and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life

Moral – Our Core Values permeate all our work within Drama. These values form the basis of development, progress and success for every pupil – Everyone Learning Motivates Success. Moral development in Drama develops through the appreciation of others in group work, how to overcome obstacles and what it takes to be a

successful team player and leader. Moral development also occurs in Drama through the contemplating of issues and themes from a range of sources and texts, including stories, poetry and photographs.

Social – Social development occurs in Drama as our pupils learn to overcome the challenges which we always face when working with others. Where appropriate, we teach students to learn from each other and to help each other in school and within the wider community. We believe that our needs are best met in an atmosphere which is supportive, purposeful and fun! All our staff are dedicated to enable students to learn and grow feeling valued and knowing how they can improve.

Cultural – Cultural development in Drama involves looking at other communities, social groups, civilizations and their lifestyles, both historically and present day. Creating an understanding and respect for the cultural diversity of modern Britain. Pupils have an opportunity to explore aspects of their own culture and begin to recognise, and appreciate differences in Drama and Music from different times and places and begin to make connections between different cultures.

12. Spiritual, Moral, Social & Cultural (SMSC) Development in Design & Technology

Spiritual – At Elms Bank, pupils are taught how to examine products, judge their aesthetic and functional value and discuss how they affect the quality of our daily lives. We seek to instill awe and wonder through the work we undertake, through new materials, process and concepts. Through our project work we try to encourage creativity, allowing pupils to express their innermost thoughts and feelings. In evaluation work we take time to reflect and learn from the process, asking questions such as why, how and where. Pupils have the opportunity to participate in making and evaluating food from other countries learning about others from the world around them. Pupils acknowledge and explore government guidelines for healthy eating and dietary requirements to make healthy life choices. By offering pupil's feedback and assessment that values students' effort and achievements. Pupil's mutual respect is developed through the process of peer evaluation of each other's work which develops student's ability to self-reflect. Both classroom and practical based lessons offer students the opportunity to reflect on their experiences, use their imagination and creativity when producing food products.

Moral – At Elms Bank, we seek to develop a 'moral conscience' through learning about the dilemmas raised in designing and making new products. We investigate issues of sustainability and environmental impact of products. The 3R's are taught throughout the design & make process as pupils are expected to consider the impact of where materials have come from. In a workshop environment, pupils are expected to understand the consequence of their behaviour and actions and to show respect towards the views and opinions of others. Pupil's individual skills, confidence, independence and creativity are developed through practical cooking lessons. Students learn and make decisions about food safety and hygiene. Food Technology promotes participation and teamwork in practical cooking lessons – encouraging students to work co-operatively. Pupils are encouraged to reflect on the ethical issues around food such as price, income, fair trade, food miles and sustainability. Opportunities are provided to appreciate the views of others. Pupils

also consider moral issues concerning food production in other countries of the world. Lessons and extra-curricular activities are offered so that students have enjoyment and a fascination to learn about the food they eat

Social – At Elms Bank, pupils are often asked to design and make products to meet the needs of others and value the feedback they receive. We ask pupils to respect the work of others and engage fully in lessons when either working individually or as part of a group. Peer and self-evaluation is key feature of Design and Technology and pupils learn to articulate their thoughts and feelings about their own and others' work; they need to give and take criticism without offence. Pupils are asked to produce products to meet the needs of others and value their feedback. Pupils develop partnerships with outside agencies and individuals to extend pupils' cultural and social awareness i.e. colleges/parents/chefs. Pupils show mutual respect when working individually or collaboratively. Pupils learn to articulate their thoughts and feelings about their own and others work with peer evaluation in Food Technology.

Cultural – Pupils make use of the work of designers, chefs, engineers, architects and artists from a range of backgrounds and cultures when developing their own ideas. At Elms Bank we encourage pupils to appreciate the diverse society in which we live when creating food dishes reflecting the range of cultures within our local, national and global communities. Pupils are taught to develop products sensitive to the needs and beliefs of others. Pupils look at cultural influences on the food we cook and the diversity of ingredients available for us to cook with. They also learn about staple foods of other countries. Pupils have the opportunity to explore cultural differences in food and diet – to explore their own cultural assumptions and values. Pupils are encouraged to recognise and respect cultural and social differences of other students within food lessons. Pupils learn to cook a variety of recipes including traditional British foods and world foods. Pupils learn about Government guidance given on Healthy Eating and the concern for the health of the British population.

13. Spiritual, Moral, Social & Cultural (SMSC) Development in English

Spiritual – Spiritual development in English involves students exploring the implicit meanings of literary texts. They are encouraged to empathise with characters facing problematic life situations, as well as addressing issues including racism and discrimination, for example ‘the kiss’ between Kate Barlow and Sam in the book *Holes*. Novels and texts have been carefully selected so that students not only engage with the ideas but the emotional journey of the characters involved. Various texts and associated themes are studied cross curricular to enable students to reflect and enhance their emotional understanding of events through history that have impacted on our lives today. For example, students look at ‘The Boy in the Striped Pyjamas’ as part of the R.E. scheme of work on Judaism. And, in Drama, Students in Year 8 reflect on events during WWII through the novel ‘The Lion, the Witch and the Wardrobe’ as they experience life as an evacuee through role-play.

Moral – Moral development involves students being encouraged to analyse characters in our selected texts and to take part in discussions about characters and the dilemmas and decisions they are faced with. We believe this helps to encourage independent thinking skills to support their journey into adulthood as they discuss right versus wrong and the motivations and impact of certain decisions on themselves and others; for example, George’s decision at the end of the novel ‘Of Mice and Men’.

Social – Social development supports the development of the Spoken Language aspect of the National Curriculum. For example, as students explore different texts, they are encouraged to take part in group discussions while analysing characters and themes and to share their point of view while listening to those of others. Through these discussions students develop respect and learn to value others’ ideas, beliefs and backgrounds. They develop the ability to respond to others constructively and sensitively. Students are exposed to texts that explore issues within the smaller and wider community, both nationally and internationally and the impact of these on them and others; for example the famous speech by Martin Luther King, ‘I have a dream’.

Cultural - Cultural development involves engaging with texts from other cultures in order to expand students’ exposure and awareness of other backgrounds. Students explore the viewpoints and attitudes of those from other cultures as well as their own, developing a sensitive awareness of the motivations and contextual features of other viewpoints. Through a variety of media, including poetry, plays and non-fiction texts, students are encouraged to empathise with the feelings and experiences of others in order to develop their understanding of other people’s attitudes, ideas and behaviour.

14. Spiritual, Moral, Social & Cultural (SMSC) Development in Geography

Spiritual – The study of real people in real places, and of our relationship with the environment, is at the heart of the Geography curriculum. As such, there are many occasions when we can give pupils the opportunity to reflect on their own values and beliefs, and those of others. For example, we can give pupils opportunities to think about the feelings and develop empathy of a child living in a squatter settlement in Brazil, or the victims of a natural hazard/ disaster e.g. earthquake, tsunami, flood. Pupils also reflect on the awe and wonder of the world the landscapes and features. Pupils learn how to explore their own feelings about the people, places and environments they are learning about.

Moral – Most geographical issues have a moral dimension. Environmental relationships, in particular, provide a wealth of opportunities for distinguishing a moral dimension; for example, should the rain forest be exploited? Should open cast mining be allowed in an area of outstanding natural beauty? Questions related to coastal management such as do we protect the coast at all costs or do we allow some parts of the coastline to be reclaimed by the sea, give the ideal setting for discussion, especially if the issues are visual and local. Discussion, role-play and decision making exercises enable pupils to explore such issues allowing pupils to develop their own attitudes and values.

Social – Activities in the Geography classroom, such as pair work, group work, role-play, geographical games, foster good social behaviour and self - discipline. Field studies gives opportunity for pupils to discuss with their peers their findings. Geography also has a key role in developing an understanding of citizenship. For example, decision making exercises introduce pupils to the planning process in a town or city; learning about international trade fosters a sense of the interdependence of people and places; and through geography pupils develop a knowledge and understanding of the concept of sustainable development.

Cultural - Through its study of real people in real places, Geography makes a major contribution to cultural development. Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad. A sense of place requires a knowledge and understanding of the cultural traditions of the people who live there, for example, exploring different styles of dress, food and artefacts. Geography is a natural vehicle for exploring our own multicultural society. For example, the history of settlement can be explored through the distribution of place and people.

15. Spiritual, Moral, Social & Cultural (SMSC) Development in History

Spiritual – The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the roles played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

Moral – Pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider acceptable today (and were to some people in the past also) Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

Social – Pupils will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in ‘the modern world’ which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of ‘British’ culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons.

Cultural - Pupils will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of ‘British’ culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history. The contribution of different cultures to human development and progress are studied, which links with the values of wisdom and endurance.

16. Spiritual, Moral, Social & Cultural (SMSC) Development in ICT and Computing

Spiritual – ICT provides opportunities for reflection of awe and wonder about the achievements in ICT today and the possibilities for the future. Students are encouraged to explore creativity and imagination in the design and construction of their own and other’s digital products. To promote pupils’ spiritual development the ICT department continually takes the opportunity to praise students for their contributions in lessons thus building self-esteem and a sense of worth.

Moral – The ICT department encourages good etiquette when using digital technology, including mobile devices, with due regard to e-safety. Pupils explore aspects of real and imaginary situations and reflect on the possible consequences of different actions and situations. It can raise issues such as whether it is morally right to have computer games whose aim is killing and violence. We encourage respect for other people’s views and opinions. Students are encouraged to have respect for the computer room and the equipment used considering how this can affect others. Consideration is given to the use of digital equipment and its impact on the environment for example, ink and paper wastage and the use of electricity.

Social – The ICT department encourages good practice and respect in the use of social networking and also compares online “friendship” with real life friendship and social relationships. Some aspects of computing involve collaborative work which encourages social development. ICT can often help pupils to express themselves clearly and to communicate. For some pupils the use of assistive technology enables them to have a voice.

Cultural - The ICT department encourages the sensible use of digital technology in the classroom and homework situations recognising that young people in particular are currently living in a digitally cultural environment. Pupils are empowered to apply their ICT and computing skills and knowledge to the wider curriculum, breaking through of linguistic and cultural barriers. It is possible to e-mail or chat across the world and to word process in the mother tongue. ICT creates new opportunities to communicate such as social networks.

17. Spiritual, Moral, Social & Cultural (SMSC) Development in Mathematics

Spiritual – Maths provides students with the opportunity to reflect on the use of shape and space within the environment. Pupils explore this through an understanding of movement and position. Pupils are encouraged to explore creativity and imagination in the design and construction of visual patterns, number sequencing and tessellating shapes. To promote pupils' spiritual development the Maths department continually takes the opportunity to praise students for their contributions in lessons thus building self-esteem and a sense of worth.

Moral – Pupils explore issues around personal finance. They are given opportunities to discuss issues involving money such as stealing, borrowing and debt. They are able to reflect on the moral issues relating to these topics.

Social – The Mathematics curriculum encourages students to develop their number skills within the local and school community through developing skills in shopping, budgeting and managing household expenses. Pupils take part in a range of problem solving activities. They are encouraged to work collaboratively, take on leadership roles and develop team work skills. .

Cultural - The Mathematics department encourages the use of Maths throughout the curriculum and into pupils' home life. Pupils are empowered to apply their Maths skills and knowledge to the wider curriculum, ensuring that they are numeric within a range of settings and experiences. Pupils explore numbers within a wide range of cultures.

18. Spiritual, Moral, Social & Cultural (SMSC) Development in Music

Spiritual – Developing deep thinking and questioning the way in which music has the power to influence and change behaviours, opinions and actions. Music lessons provide pupils with the opportunities to be creative and express their response to a range of stimuli. Pupils are encouraged to share their responses to a range of genres, instruments, lyrics and rhythm. Pupils develop their spiritual awareness of music through their enjoyment of listening to and making music either alone or with others. Spiritual education in Music is encouraged through the experience and emotion of response to the creative process. Through a sensual approach to feeling, seeing and hearing pupils respond creativity themselves. We aim to nurture feelings, enhance moods and enable pupils to reflect.

Examples of Spiritual lessons in Music:

Investigate of favourite band, their background and similar musical features within songs

Reflection activities on a range of styles, eras and types of music

How music can evoke a range of different responses

Moral – Pupils discuss the purpose of music and messages shared through lyrics and various images associated with music and artists/bands.

Moral education in Music, involves pupils expressing their response to moral dilemmas and emotions. Encouraging critical discussion in response to challenging music will be an integral process in learning development.

Examples of Moral lessons in Music:

What was acceptable and unacceptable in music in 1960s and why

Why do some music stations refuse to play some songs/artists

What are the consequences facing famous people in relation to their music choices and actions.

Social – Problem solving skills and teamwork are fundamental to music, through creative thinking, discussion, explaining and presenting music. Students are always encouraged to develop their musical skills, communicating with others and explaining responses to each other. Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key part of music lessons.

Examples of Social lessons in Music:

Working as a duet or larger groups to perform music e.g. choir.

School, assembly, show performances

Cultural - Music is a universal way in which to communicate feelings, emotions and express responses to a variety of stimuli with a myriad of cultural inputs throughout the ages. It is important to encourage an appreciation of various cultures and the range of music and dance associated with them. Pupils are to be made aware of the importance of music. Cultural education in music involves students developing appreciation of music drawn from a wide variety of traditions with a diversity of genres, forms and purposes. Pupils have the opportunity to explore aspects of their own culture and begin to recognise and appreciate differences in music, from different times and places. They can also begin to make connections between different cultures. Examples of Cultural lessons in Music:

African drumming

Creating lyrics to a response to our community issues e.g. recycling

19. Spiritual, Moral, Social & Cultural (SMSC) Development in Physical Education

Spiritual – During the range of activities that pupils participate in, whether core PE lessons, BTEC Sport lessons or extra-curricular PE sessions, pupils develop a sense of enjoyment in learning about themselves, others and the world around them. Pupils develop their knowledge and understanding of the body's performance when exercising. Through dance and gymnastics, pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression.

Moral – Living a healthy lifestyle and promoting healthy living is apparent in each PE lesson at Elms Bank. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow pupils to understand the consequences of their actions which in turn helps pupils apply this understanding to their own lives.

Social – The nature of PE allows all pupils to develop the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.

Cultural -The PE department encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. Pupils are given the opportunity to explore dances and learn games from different traditions and cultures.

20. Spiritual, Moral, Social & Cultural (SMSC) Development in PSHCE

Spiritual - In PSHCE pupils' 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. For example pupils in year 7 cover a topic 'All about me' where they are encouraged to express and share opinions about themselves. Where as in year 9, pupils are more confident and discuss sensitive issues around 'body image' and reflect on their inner self. Also pupils have taken part in the 'Health, Spiritual and Emotional Wellbeing' workshops with external peer groups.

Moral – The department promotes moral development which 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. Pupils in year 9 cover the topic such as 'Dan's ASBO' where they are presented with dilemmas and risks that equip them in making positive choices. To gain an understanding of making positive choices, pupils experience visiting the local courts, where the public are presented for their offences. Pupils often discuss in detail about the outcomes and consequences of crimes committed.

Social – Pupils' 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 and to work with others. They demonstrate a sense of belonging and an increasing willingness to participate. Therefore, developing their knowledge, skills, understanding, qualities and attitudes needed to make an active contribution to the democratic process in each of their communities. For example: pupils are given a voice through an elected school council who have the power to make changes in school and clubs. Pupils are also encouraged to be involved in a restorative approach to supporting each other in making good decisions.

Cultural – Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of visual 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. Pupils develop the knowledge, skills, understanding, qualities and attitudes needed to understand, appreciate and contribute to culture. To support pupil's culture awareness we have drop down days where pupils celebrate a various cultures through dance, music and food. On an annual basis Year 9 pupils attend the 'Difference and Diversity' group workshops which helps them understand and how to accept each other.

21. Spiritual, Moral, Social & Cultural (SMSC) Development in Science

Spiritual - The issues are addressed by students sensing the natural, material, physical world they live in, reflecting on their part in it, exploring questions such as when life starts, where life comes from and experiencing a sense of awe and wonder at the natural world. Particular areas of the science course which develop spiritual awareness are:

- Treating all living things with care and sensitivity including the environment in which we live
- Awe of the scale of living things from the smallest microorganism to the largest tree
- Examples of the complexity of living things and the wonder of how it all works together
- Creation of new life via human reproduction
- Photosynthesis and the wonder that all the oxygen that animals need to breathe was produced on the earth by plants
- Wonder at the significance of the pattern in the Periodic Table
- Students consider the enormity of space. They reflect on the earth as one small speck in the universe and our place within it.

Moral – These issues are addressed through helping students to draw conclusions using

Observation and evidence rather than preconception or prejudice, and through discussion of the implications of the uses of scientific knowledge, including recognition that such uses can have both beneficial and harmful effect. Particular areas of the Science course which involve moral and ethical awareness are:

- Teachers encourage seeking the truth through finding evidence in investigations
- When considering the environment students are encouraged to consider the long-term results of environmental change and the need to care for the environment for future generations.
- Students are encouraged to show respect to all living things and the environment;
- Students consider historical moral issues of small pox vaccination and extend into present day medical moral issues e.g. transplants, human fertility. They consider similarities and differences between selective breeding of plants and animals and genetic engineering.

Social – These issues are addressed through helping students recognise how the formation of opinion and the justification of decisions can be informed by experimental evidence, and drawing attention to how different interpretations of scientific evidence can be used in discussing social issues. Particular areas of the science course which involve social awareness are:

- Students are encouraged to show respect for other people's ideas
- Group practical work provides opportunities to develop team working skills and taking responsibility
- Students are encouraged to keep an open mind to new ideas without prejudice until tested by observation and experiment
- Attention is drawn to competing priorities and the decisions that have to be made about energy requirements, use of the environment and site of industry, taking into account relevant social, economic and environmental factors

- Students consider two ideas have changed over times e.g. plate tectonics, spontaneous creation of life, movement of the earth etc.; students study the effect of scientific theories on how people consider human society e.g. Copernicus, Darwin
- Students are aware of the social consequences associated with human reproduction, smoking, drugs and alcohol
- • A social responsibility for the environment is developed including living things, use of Energy and finite resources.

Cultural – These issues are addressed through helping students recognise how scientific discoveries and ideas have affected the way people think, feel, create, behave and live. Through drawing attention to how cultural differences can influence the extent to which scientific ideas are accepted, used and valued. Particular areas of the science course which involve cultural awareness are:

- Scientific discoveries are celebrated as part of our culture.
- Students learn that science should be seen as a contemporary activity in many different countries e.g. co-operation over climate change, biofuel production and the need for rainforest conservation, protection of endangered species
- Students learn about the different social and economic factors that cause people in different parts of the world to exploit or conserve their environment in different ways
- Students consider the historical context that influences the way new theories are considered e.g. motion of the earth, evolution, and infection theory of disease.