Plymstock School

Succeeding Together

Promoting Spiritual, Moral, Social and Cultural Development (SMSC) across the curriculum

Art, Craft and Design

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 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 school. 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 and displayed within the school

Computing

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

Moral education in Computing 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 life case studies, students also consider issues surrounding the misuse and access rights to personal data.

Social education in Computing involves collaborative work which encourages social development. Computing 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 Computing 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 Computing 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 **Computing** 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

Design and 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 **Design and 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

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 and globalisation 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 ideologies and moral codes of different societies
- Students explore the issues of right and wrong in fighting for your country or, protesting against your country
- Students explore the treatment and persecution of minorities in Hitler's Germany

Mathematics

Spiritual education involves the awe and wonder of mathematics. Students research mathematical patterns that occur in nature such as the symmetry of snowflake. 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

Spiritual, Moral, Social and Cultural education is a natural focus of MFL. People, their relationships and their interactions with others are an intrinsic part of what we teach, and the cultural immersion of learning a language cannot be avoided. In MFL, we give our students an opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this. We also encourage students to discover, discuss and debate unfamiliar lifestyles, global events, problems and changes. Finally, SMSC is not confined to the MFL classroom – we hope that the study of languages will positively affect our students' lives and their understanding of the world around them.

Spiritual development in MFL concerns pupils wondering at the number of different and similar ways that people have developed to express themselves and their ideas. Pupils also look at the simplicity and the complexity of these ideas and the ways in which we learn and construct our languages. We look at some of the major religious festivals in the countries where the languages are spoken

Moral education in MFL concerns pupils using the vehicle of languages they have to make a personal response to right and wrong. All languages carry messages about every aspect of life including moral development and pupils 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:

- Looking at cultural festivals, for example Christmas, and seeing how these are celebrated in different countries as well as looking at festivals such as Karneval in Germany
- Aiming to break down 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 our ideas e.g. healthy eating posters and environment projects
- Allowing pupils to develop an appreciation of theatre, music, art and literature by listening to French and German music and watching French and German video clips
- Encouraging pupil involvement in debates and discussions on healthy lifestyles, environmental issues, marriage/divorce, single parent families, poverty and charitable organisations. Pupils also discuss issues such as environmentalism in Germany, vegetarianism and cultural differences between countries
- Welcoming visitors from our partner schools
- Opportunities for trips abroad

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/Sport

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 school, the community and the region

Religious Studies/EPIC

Spiritual education in RS/EPIC 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 RS/EPIC 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 RS/EPIC 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 RS/EPIC 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/EPIC** 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

Life Education is the taught throughout the school and covers many of the SMSC themes.

Life Education
Life Education is a small part of the wider Pastoral Curriculum. The objective of the Pastoral Curriculum is to -

Equip our students with the knowledge, skills and attributes to make the most of the opportunities available to them and to effectively deal with challenges they will face in the future.

Aims of Life Education
The overarching aim of Life Education is to provide students with the knowledge and skills they require to make *informed choices* about their lives.
Students will be provided with:
Accurate and relevant knowledge
Opportunities to turn that knowledge into personal understanding
Opportunities to explore, clarify and if necessary challenge, their own and other's values, attitudes, beliefs, rights and responsibilities
The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Life Education reflects the statutory requirements and non-statutory guidance for:
Personal, Social & Health Education
Citizenship
Sex & Relationship Education
Careers Education
Financial Education
SMSC & British Values

Life Education is delivered through 'Plymstock Strands' – these are designed to meet all guidance as stated.
They are:
Relationships & Wellbeing
Democracy & Diversity |

Careers & Wider World
Relationships & Wellbeing

Students are provided with Learning & Teaching opportunities to:
- Manage transition
- Maintain physical, mental & emotional health, including sexual health
- Parenthood and the consequences of teenage pregnancy
- Assess and manage risks to health and stay safe and keep others safe
- Identify help, advice and support
- Develop and maintain a variety of healthy relationships within a range of social/cultural concepts
- Recognise and manage emotions within a range of relationships including all forms of bullying (online)
- Consent in a variety of contexts
- Managing loss including bereavement, separation and divorce
- How to respond in an emergency and administer first aid.
- Consider the role of the media on lifestyle.

Democracy & Diversity (Link to Citizenship)
Students are provided with Learning & Teaching opportunities to:
- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood

Key Subject content includes:
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their

communities, including opportunities to participate in school-based activities
- the function and uses of money, the importance and practice of budgeting, and managing risk.
- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch

CAREERS & WIDER WORLD (Link to Statutory Careers Guidance and Financial Education)

Students will engage in Careers activities that will:
- help them develop career awareness and enable them to manage personal career development.
- enable them to experience the world of work where they can develop employability, team working and leadership skills and develop flexibility and resilience
- enable them to handle careers information and assist them in making informed choices.
- Build understanding of the economic and business environment
- Develop an understanding of how personal financial choices can affect oneself and about rights and responsibilities as consumers
- Learn about the business and economic environment.
- Engage in activities and opportunities to help develop the confidence, skills and knowledge to manage their money now and in the future.
- How to manage money and become a critical consumer
- Understand the important role money plays in our lives

Manages risks and emotions associated with money

Generic Skills

Intrapersonal skills required for self-management
- Critical, constructive self-reflection, being aware of own needs, motivations and learning, strengths and areas for development
- Learning from experience and making use of constructive feedback
- Setting challenging personal goals
- Decision making
- Recognising common 'brain-tricks' – generalisation, distortion of events, deletion of information, misconceptions about the behaviour of peers
- Resilience – including self-motivation, adaptability, constructively managing change including setbacks and stress
- Self –regulation (including managing strong emotions)
- Recognising and managing the need for peer approval

Interpersonal Skills required for positive relationships in a wide variety of settings

- Active listening
- Empathy
- Communication (non-verbal and verbal including assertiveness and passive behaviour, being able to communicate and present ideas, arguments and thoughts effectively
- Team working (including agreeing clear and challenging outcomes, facilitation, cooperation and the ability to provide and receive and respond to feedback and the ability to learn from experience.
- Negotiation and compromise
- Managing pressure, coercion and persuasion

The skills of enquiry
- Formulating questions
- Gathering and using data (including assessing the validity and reliability of sources of data)
- Analysis (separating fact from opinion)
- Planning and deciding
- Recalling and applying knowledge
- Drawing and defending conclusions using evidence not just assertions
- Identification and assessment of risk
- Evaluating social norms

Reviewing progress against objectives

Prior Learning

On transition from Key Stage 2 students may have some contextual knowledge of key Life Education concepts, aims and attainment targets. In terms of Citizenship, students may have some understanding of politics and the development of key parliamentary institutions. They may have some knowledge and understanding of laws and the legal system. Students may also have some understanding of their rights and responsibilities and understanding of identity and diversity.

British Values

At Plymstock School staff and students uphold the five key British Values:

Democracy

We understand the importance of sharing our own views and considering the views of others when making important decisions.

The Rule of Law

We uphold the law and follow school rules, clearly understanding right from wrong.

Individual Liberty

We understand that others and we have a right to express our opinions in a constructive and non-hurtful way. **Mutual Respect** *We treat each other with respect at all times.* **Tolerance of those of Different Faiths and Beliefs** *We respect the religious and cultural beliefs of other people.*
SMSC Life Education is a discreet subject which promotes spiritual, moral, social and cultural values. The curriculum is mapped to the SMSC requirements (Section 78 Education Act) See end of document for SMSC criteria to inform lesson planning.
Differentiation Life Education Teachers should plan for Differentiation. The Plymstock model for Differentiation should be used to inform this process. The cyclical model briefly comprises – *Know your Students – Know your Outcomes – Planning for Differentiation– Planning for Feedback*
Learning & Teaching **All Life Education Lesson Plans, Teaching & Learning Resources and Student Activities are available on the STAFF area – STAFF – Department Communication – Life Education - *YEAR-– YEARGROUP***
Assessment There are no attainment targets for PSHE Education. Plymstock School has used prior statements for DFE end of Key Stage statements to inform the development of a 'competency curriculum'. Assessment is criterion referenced and ipsative which provides opportunities for students to reflect on their learning and identify personal progression which in turn is held up against the common progression framework (Plymstock Competencies) **Students are required to record their progress in terms of knowledge and skill development in their exercise book in the form of a REFLECTIVE JOURNAL.**