



# Modern British Values & Social, Moral, Spiritual and Cultural (SMSC) education across our curriculum

- ✓ Our curriculum is designed to be inspiring and engaging for students so that they develop a passion and enthusiasm for learning not just in the classroom, but beyond.
- ✓ Our curriculum is designed to ensure that students are well prepared for their future lives both personally, and professionally.

Tutor Time Programme	English	Mathematics	Science
<p>Within the Tutor Time Programme, there is a weekly 'Citizenship' session delivered by form tutors for every year group. These sessions are different for each year group; for example, students in Year 7 learn about what is meant by the concept of a 'democratic society', and in KS4 students will re-visit familiar themes, but in greater depth. Across all year groups, real life case studies such as the Summer 2024 disturbances, BLM movement, Climate Change action, the Stonewall Riots and #MeToo are used to place the taught content into a specific context. There are opportunities for debates surrounding SMSC and MBV, encouraging students to understand and apply their knowledge of human rights and how their freedoms are developing and protected by legislation in the UK.</p>	<p>Students are routinely exposed to a range of fiction and non-fiction tasks which allow for the widespread coverage of SMSC and MBV within the English curriculum. Through the study of 'A Christmas Carol', students cover the responsibility of wealth, the roles of the family, the importance of charity and being an active citizen, and the idea of injustice and how this links to morals.</p> <p>Through the study of non-fiction texts and poems, students cover real life ethical issues linked to rule of law and democracy; such as War and conflict, PTSD and the impact this can have, propaganda and how this can influence citizens' decision, and how the role of the media can influence a person's mental health and wellbeing.</p>	<p>The mathematics curriculum offers students the opportunity to apply their skills to the wider world.</p> <p>When learning the skill of equations and distance time, students can apply this to real life scenarios. Students can also apply mathematical equations to features of Rule of Law, such as how the Criminal Justice system use calculations within criminal law and road safety. Mathematics also covers democracy through the teaching of probability, linking this to elections and the use of probability within the media to influence political outcomes.</p>	<p>The Science curriculum regularly covers a range of RSE topics alongside making explicit links to living in the wider world. Through the study of acids, alkalis and direct use of pesticides, students consider the moral and ethical implications on natural habitats and pollination. When covering diet and healthy lifestyles, students are given the opportunity to debate the morals and implications of the NHS providing free health care to those linked to unhealthy lifestyles. Students also cover puberty and hormones in both KS3 and KS4 to support their understanding of their own biological make-up and how these changes and develops through life. In addition, students also have the opportunity to apply their knowledge of endo/exothermic reactions to real life risks such as fireworks.</p>
PSHE	History	Geography	Modern Foreign Languages
<p>Throughout the PSHE curriculum, SMSC and MBV underpins all lessons as a key feature of the national curriculum. PSHE is taught as a discrete session throughout the school and the materials developed by 'Jigsaw' form the core of the content. PSHE is a 'spiral curriculum' with each topic (Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me) repeated each year. British Values and SMSC are mapped throughout Jigsaw (see 'PSHE Policy' for further details).</p>	<p>Students are routinely exposed to historical knowledge linked to the UK and beyond – Russia, USA, India and China. Through the study of this, students enhance their knowledge of the different forms of government, rule of law and political ideologies. For example, when studying Russian history students learn about capitalism, the bourgeois and political ideologies.</p> <p>Through the study of American History, students have the opportunity to learn and apply knowledge linked to race, identity and human rights. This is further developed through the use of real-life examples such as the Civil Rights Movement.</p>	<p>The geography curriculum offers a platform for students to explore their knowledge of the UK and the wider world. Through the study of map skills, students consider topical debates such as the 'Two-Speed Economy' and the social, moral and cultural implications this can cause. In addition to this, discussions and application of social opportunities is at the forefront of the curriculum, in particular when covering the social impacts of coastal management and natural disasters. Students are also given the opportunity to widen their knowledge of the world by learning about a range of countries and the different forms of leadership they have, allowing students to use this knowledge and their mathematical skills to understand population changes.</p>	<p>MFL uses a range of SMSC and MBV links to underpin the learning of languages and to bring the curriculum to life. Students cover a wide range of topics such as; Relationships and family types, what makes a good friend, healthy lifestyles and post 16 options and careers. Through the study of these, students are able to speak, write and interpret morals and values. In addition, students are also exposed to links to mental health and wellbeing through topics such as 'Coping with school pressures'.</p> <p>Through the study of these themes in MFL, students are exposed to a wider community that they may belong to, further promoting the importance of diversity and inclusivity</p>
Religious Education	Drama	Art	Physical Education
<p>RE is rich in SMSC coverage with ethics and morals at the heart of the curriculum. Through the exploration of world beliefs and the views of different religions, students are regularly encouraged to consider and evaluate the different viewpoints that people may have. For example, in year 9, students cover the topic 'What is right and wrong?' Students then explore this from a non-religious view point, humanism, Christianity, Islam, Judaism and Hinduism. In addition, the leader of RE delivers whole school assemblies to cover the range of views that religious and non-religious believers have in society to support students aware of tolerance and mutual respect.</p>	<p>Not only does the Drama curriculum routinely cover SMSC and MBV within every lesson, it also supports the preventative and reactive curriculum. Students use their drama skills and techniques to further develop and apply their knowledge to real life topics such as bullying and the on-going conflict between Russia and Ukraine. In addition, students are expected to apply their knowledge of ethics and morals to their drama work, in particular when covering important issues such as knife crime, protests and riots, the socioeconomic divide that is prevalent in texts, and their understanding of immigration and asylum seekers.</p>	<p>The Art curriculum provides a valuable insight into a range of SMSC and MBV links. Through the study of techniques such as zentangle patterns, students learn how art can have a positive impact on mental health and wellbeing. To further support this, students are regularly exposed to a range of artists from different cultures to support tolerance and mutual respect.</p> <p>Through the study of different objects, students discuss and debate the importance of cultural and religious identity. For examples, in year 9, students cover the Day of the Dead to give them the opportunity to appreciate a range of cultures and how this can influence modern day art.</p>	<p>Through the study of group sports, the PE curriculum focuses on how exercise can improve both social relationships and mental health and wellbeing. In addition to this, the study of group/team sports allows for the promotion of tolerance and mutual respect, further understanding diversity in sport and why these values are so important. Through the study of sports such as basketball, rock-climbing and football, students learn about cultural influences in the sporting industry and how this can shape sport over time. The PE curriculum routinely promotes the 'Healthy Lives' theme of the NYC Healthy School Award.</p>
Music	Design & Technology	Health and Social Care	Computing
<p>Students the opportunity to develop their cultural capital through the learning of music composition and its history. Within this, students in KS3 are offered the opportunity to explore music from around the world to further develop children's social and cultural awareness. Within KS4, students learn more about the morals and ethics of the music industry, covering key areas such as; team work, health relationships, advertising, licensing and laws. Students are also provided with the opportunity to work in groups to compose, perform and analyse music.</p>	<p>The D&amp;T curriculum offers a multitude of opportunities to cover SMSC and MBV in the different topics they provide. Food technology allows students to consider the debate of food miles vs sustainability, including the impact this can have on the wider world. Through the learning of dietary requirements, students further develop their understanding and awareness of tolerance and mutual respect – further supporting the need for an inclusive society. Product design offers the opportunity to explore moral and ethical debates linked to sustainability and environmental impacts on the production of resources. Within this, students are encouraged to use problem solving skills to respond to real life problems linked to this industry.</p>	<p>Health and Social Care education provides students with the opportunity to develop their understanding of mental health and wellbeing. Through the study of puberty, identity and characteristics, students apply their knowledge of tolerance to different faiths and beliefs.</p> <p>Students also cover the ethics and morals surrounding treatment for medical conditions such as menopause, Sickle Cell Anaemia and Cystic Fibrosis. This allows students to discuss and debate a range of views and opinions on these conditions to further support their understanding of individual liberty.</p>	<p>The computing education on offer to students explores internet safety in a range of ways. Through the education of; types of network, IP addresses and domain names – students cover important links to digital safety, online footprints and the moral issues associated with internet use. Students are also educated on the importance of data protection and passwords. This is further linked to their responsibility in the wider world. Students also explore the ethics of online advertising and the implications this can have.</p>