

SMSC Across the Curriculum

Spiritual, Moral, Social and Cultural Development

What does it mean?

Impact of the range of opportunities . . .

"to develop their self-esteem and confidence, which might occur both within the classroom, in terms of: teaching that encourages participation, creativity, reflection and independence; assessment and feedback that values students' work and/or effort; and activities that develop teamwork, leadership skills and self-reliance."

Defining students' **spiritual development**...It's shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible □ use of imagination and creativity in their learning □ willingness to reflect on their experiences.

Defining students' **moral development**...It's shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives □ understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Defining students' **social development**...It's 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 social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Defining students' **cultural development**...It's shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of and respect for, cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

SMSC

Spiritual, Moral, Social and Cultural Development are threads which run through the whole of the Curriculum at Ryde Academy. Every topic will relate to one or more aspect of SMSC, and encourage deeper thinking and development of these skills. These themes are also covered in assemblies and in the PSHE collapsed days for each year group. Themes for the academic year include:

Careers Creative Writing Anti-bullying Being British	Festivals and Celebrations Personal safety and peer mentoring Media and current affairs Motivation	Global Citizens Crime Drugs Education Sex and Relationships Education	Healthy Living Financial Capability Study Skills Mind mapping
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Ryde Academy : SMSC Across the Curriculum

Spiritual Development

▪ The Academy offers many opportunities for students to learn about themselves and others in the context of the world around them. Students undertake creative and active tasks which encourage the development of their imagination and deepen their thinking. Students are also encouraged to share and reflect on their own life experiences and views. For example, students recently considered the spiritual beliefs behind the concepts of charity and giving. In a whole school enterprise/Charity day students were asked to think and reflect on their own experiences and life choices.

Moral Development

▪ Many topics require discussion and debate about whether certain actions are 'right' or 'wrong', particularly in the context of their own lives and experiences. Students think about the consequences of their actions on themselves and others around them, in their families or friendship groups. Students are given the opportunity to investigate and offer their opinion on a wide range of moral issues, including those issues raised in the news. Examples of 'moral' topics covered include drugs, relationships, crime and the environment. For example, every year an organisation called last orders visits the school to talk to students about the dangers of alcohol abuse.

Social Development

▪ During some option lessons students undertake tasks which require them to mix with other members of mixed year groups, including those of different ages and with different backgrounds.

- Monitoring of lessons and feedback from teachers has shown that students are enjoying the opportunity to discuss topics with their peers, thus developing their social skills. In lessons the majority of students are mixing well with students in other year groups, and participating in the activities undertaken in lessons.

Cultural Development

- Many topics through the Academy relate to the multicultural nature of today's society and how different cultural groups influence each other. A good example of this is evidenced through the International School Award that has been achieved for the period 2012-2015 recognising the good work that is carried out in the academy to promote cultural development and links with other international communities.

Ryde Academy: SMSC Across the Curriculum (Selected Highlights)

PSHE Days	Specific collapsed days across the year that includes the following activities: <ul style="list-style-type: none"> Sex education in partnership with local health service professionals Drugs awareness including support from local police service Careers and guidance supported by careers advisor Road safety delivered by multi service Head on team
Work Experience	We work closely with local employers to enable students to engage in work experience.
Student leadership	6th Form students mentor and help support main school students in sport or reading. Termly School Council meeting with direct feedback to SLT ensures that students are having a voice in the way that the Academy is run. Most recently this has included meeting with the project manager for the new build and looking at designs for the new school. The Prefect system is now embedded. Global Rock initiative promotes 100% school leadership.
Global Rock	Ryde Academy works in partnership with Barnardo's who run a series of holiday activities and schemes for young people. The most recent addition for this year was the transition summer school for FSM students joining the academy.

Assembly Programme	Leadership Anti bullying Social networking Respect for others Careers and development
House Days	We hold regular House themed events with an emphasis on raising money for the nominated House charities. We held a whole school mufti day to raise fund for life saving equipment to help save the lives of refugees at sea.

Sports Day	Sports Day has been replaced with an annual House day where student participate in a variety of activities (sporting and academic) to promote healthy competition and raise funds for their nominated charities.
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Year 7

	SOCIAL	MORAL	SPIRITUAL	CULTURAL
English	Oral skills Novel – The Tulip Touch Speaking and Listening	Poetry Literary Heritage Modern Novel	Poetry	Poetry from other cultures Literary heritage novel
My Community	Human Rights, looking out for others without rights Safe and healthy living unit, Inc. working with emergency services	Stewardship Caring for others. Crimes and safety awareness	Puzzling questions? Religious attitudes to stewardship and the environment	How is Jesus represented in different cultures, why? Looking at needs of local community in leisure centre design
Maths	Functional maths / Maths in the real world Team work / group activities Problem solving	Investigation / reasoned views on topics like interest – understanding the moral use of statistics in the wide world	Self-reflection / peer assessment on maths skills	Understanding historical context for some of the equations
Science	Lab rules Balanced diet Smoking Reproduction Renewable energy	Reproduction and relationships	Space and the solar system	Drama involving role plays for just about anything from fertilisation to current in an electrical circuit
Geography	Climate change Olympics ‘gamesmakers’ Geography of my stuff	Climate change Responsibilities Issues of fair trade China human rights	Marvel of extreme weathers Spectacle of lightning and storms China human rights	Impact of Olympics Unequal treatment of the genders Religious differences
History	Group work activities across all year groups studying History and	The development of respect and responsibilities and the	Reflection is developed through AFL and the use of plenaries and decision	Throughout all year groups the emphasis is on studying the variety of our

	<p>Ancient History. Respect and Responsibility lessons at the start of the year. Decision making skills. Understanding societies and different attitudes across different social groups through studying our own and other cultures. Discussion and feedback through question and answer sessions, presentations and discussion sessions. Provide opportunities to develop ability in speaking and listening skills through observation and analysis of own and others work (AFL).</p>	<p>focus on developing independent as well as group learning develops moral skills in the students. The topics studied across all year groups give scope to assess societies and develop students understanding of the world and their own moral values in response to this.</p>	<p>making. This takes place across all year groups studying History.</p> <p>Deeper thinking skills are developed as students are set a series of problems to solve and resolve including Who is the greatest British Monarch, which technologies have had the greatest impact on our lives etc.</p> <p>Students also study other cultural and religious values throughout their studies of History and Ancient History.</p> <p>A variety of skills and techniques are used throughout the History courses to develop creativity and creative responses from students – for example in the Heritage and Marketing unit of work.</p>	<p>own culture as well as a variety of other cultures across the world.</p> <p>School trips planned for museums, Germany and Poland and Italy give students the opportunity to experience other cultures as well as studying them.</p> <p>Developing critical thinking skills in students as well as the interpretation of sources etc give students the skills to objectively assess their own and other cultures and to develop empathy skills for others in society.</p>
ICT	<p>Health and safety - Attention to standard ways of working including safe</p>	<p>Consequences of actions on ICT</p>	<p>Through social education, pupils gain an understanding of the</p>	

	working practices.		communities in which they function – the family, the school, the department... and the wider community.	
Art	Health and safety regulations	Recognition and awareness of other beliefs and values	Inner world of imagination, inspiration and creativity	Historical and contemporary development of knowledge and understanding
Technology	Food Safety Healthy Eating Budgeting for food	Ethical issues in design and animal welfare. Sustainability and recycling	Appreciate the work of others - peers and professionals Teamwork	Multicultural food Design and designers from other cultures
PE	Developing skills such as co-operation, collaboration, responsibility, commitment, teamwork and leadership. Discussion and feedback through questioning. Working with others, small groups and teams to improve own and others performance. Provide opportunities to develop ability in speaking and listening skills through observation and analysis of own and others work.	Helping students gain a sense of fair play based on rules and etiquette. Encourage positive sporting behaviour accepting and supporting the decisions of the referee/umpire.	Helping students gain a sense of achievement and develop positive attitudes towards themselves. Students supporting one another by providing encouragement and feedback.	Experiencing and creating an understanding for significant activities from their own and other cultures e.g. traditional games and cultural differences in preparation – Haka dance. Name the sportsmen and women who participate in teams from different countries. Participation in games from around the world – Kabadi, Gaelic football, Aussie rules etc. Challenging stereotypical views of cultures.
Music	Working with others – pairs/groups Charities Song lyrics	Respect for each other Respect for equipment Respect for environment Discussion of song lyrics	Christmas carols	African drumming & polyrhythm Sporting nations – Olympics

Languages	Provide a conceptual and linguistic framework within which to understand differences between languages. Work together cooperatively.	Respect for other cultures and perspectives. Encourage pupils to take responsibility for their actions.	Foster a sense of community with common, inclusive values which ensure that everyone respects different cultures.	Develop basic understanding and knowledge of the target culture and language.
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Year 8

	SOCIAL	MORAL	SPIRITUAL	CULTURAL
English	Anti Bullying Drama and story writing novel Stone Cold The Apprentice	Poetry Literary Heritage Modern Novel	Poetry	Poetry from other cultures Literary heritage novel
My Community	Crime and conflict unit. 'Watch over me' project, forced marriages, knife crime, domestic abuse.	Ethical decisions, e.g. linked to animal testing, Conflict in Israel. Why is it so difficult to keep peace. Peace charters	How did the world begin? Creation stories. Religious attitudes to conflict.	Multi-cultural Britain, what is it? Creation stories, religious and cultural, e.g. Aboriginal
Maths	Functional maths / Maths in the real world Team work / group activities Problem solving	Investigation / reasoned views on topics like interest – understanding the moral use of statistics in the wide world	Self-reflection / peer assessment on maths skills	Understanding historical context for some of the equations
Science	Lab rules Balanced diet	Breeding, genetic engineering and cloning	Renewable versus non renewable energy	

	Microbes Fit and healthy Eco systems and pollution		sources- writing persuasive pieces of work to argue one view point	
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Geography	Climate change Olympics 'gamesmakers' Geography of my stuff	Protection of species and environments India human rights	Causes of Aurora Spiritual aspect of landscapes Awe of natural hazards Spirituality of India and Europe affecting lives	Natural phenomenon Place specific sites cultural identity/history India/Europe
History	Group work activities across all year groups studying History and Ancient History. Respect and Responsibility lessons at the start of the year. Decision making skills. Understanding societies and different attitudes across different social groups through studying our own and other cultures. Discussion and feedback through question and answer sessions, presentations and discussion sessions. Provide opportunities to develop ability in speaking and listening skills through observation and analysis	The development of respect and responsibilities and the focus on developing independent as well as group learning develops moral skills in the students. The topics studied across all year groups give scope to assess societies and develop students understanding of the world and their own moral values in response to this.	Reflection is developed through AFL and the use of plenaries and decision making. This takes place across all year groups studying History. Deeper thinking skills are developed as students are set a series of problems to solve and resolve including Who is the greatest British Monarch, which technologies have had the greatest impact on our lives etc. Students also study other cultural and religious values throughout their studies of History and Ancient History.	Throughout all year groups the emphasis is on studying the variety of our own culture as well as a variety of other cultures across the world. School trips planned for museums, Germany and Poland and Italy give students the opportunity to experience other cultures as well as studying them. Developing critical thinking skills in students as well as the interpretation of sources etc give students the skills to objectively assess their own and other cultures and to develop empathy skills for

	of own and others work (AFL).		A variety of skills and techniques are used throughout the History courses to develop creativity and creative responses from students – for example in the Heritage and Marketing unit of work.	others in society.
ICT	Health and safety - Attention to standard ways of working including safe working practices.	Consequences of actions on ICT	Through social education pupils gain an understanding of the communities in which they function – the family, the school, the department... and the wider community.	
Art	Health and safety regulations	Recognition and awareness of other beliefs and values	Inner world of imagination, inspiration and creativity	Historical and contemporary development of knowledge and understanding
Technology	Food Safety Healthy Eating Budgeting materials Product analysis	Ethical issues in patenting and copyright Sustainability issues including child labour	Take pride in presentation of work	Multicultural food Design and designers from other cultures Design products to meet needs of different groups in society
PE	Developing skills such as co-operation, collaboration, responsibility, commitment, teamwork	Helping students gain a sense of fair play based on rules and etiquette. Encourage positive sporting behaviour	Helping students gain a sense of achievement and develop positive attitudes towards themselves. Students supporting one	Experience and creating an understanding for significant activities from their own and other cultures e.g. traditional

	and leadership. Discussion and feedback through questioning. Working with others, small groups and teams to improve own and others performance. Provide opportunities to develop ability in speaking and listening skills through observation and analysis of own and others work.	accepting and supporting the decisions of the referee/umpire.	another by providing encouragement and feedback.	games and cultural differences in preparation – Haka dance. Name the sportsmen and women who participate in teams from different countries. Participation in games from around the world – Kabadi, Gaelic football, Aussie rules etc. Challenging stereotypical views of cultures.
Music	Working with others – pairs/groups Charities Song lyrics	Respect for each other Respect for equipment Respect for environment Discussion of song lyrics	Christmas carols	African drumming & polyrhythm Sporting nations – Olympics
Languages	Provide a conceptual and linguistic framework within which to understand and debate social issues. Work together cooperatively.	Respect for other cultures and perspectives Encourage pupils to take responsibility for their actions	Foster a sense of community with common, inclusive values which ensure that everyone respects different cultures	Develop understanding and knowledge of the target culture and language including history, geography and food

Year 9

	SOCIAL	MORAL	SPIRITUAL	CULTURAL
English	Oral skills Novel The Outsiders	Poetry Literary Heritage Modern Novel	Poetry	Poetry from other cultures Literary heritage novel

My Community	The 10 Commandments The Holocaust, protecting minorities.	Rights and responsibilities coursework Roles within the family Forgiveness Religious teachings, 10 commandments, Beatitudes.	Roles within the family Importance of faith Celebrating festivals Being part of a religious community Worship in a church / synagogue The importance of the Torah / Bible Nature of God Rites of passage	Marriage and family – comparison between Christianity and Judaism Life after death, different customs Rites of passage Human rights global interpretations
Maths	Functional maths / Maths in the real world Team work / group activities Problem solving	Investigation / reasoned views on topics like interest – understanding the moral use of statistics in the wide world	Self-reflection / peer assessment on maths skills	Understanding historical context for some of the equations
Science	Health and Safety Diabetes, Hormones Effects of drugs, alcohol and smoking Electricity	Ethics and transplants Pollution Choosing fuels	Theories about the universe	Evolution
Humanities	Group work activities across all year groups studying History and Ancient History. Respect	The development of respect and responsibilities and the focus on developing	Reflection is developed through AFL and the use of plenaries and decision making. This takes place	Throughout all year groups the emphasis is on studying the variety of our own culture as well as a

	<p>and Responsibility lessons at the start of the year. Decision making skills. Understanding societies and different attitudes across different social groups through studying our own and other cultures. Discussion and feedback through question and answer sessions, presentations and discussion sessions. Provide opportunities to develop ability in speaking and listening skills through observation and analysis of own and others work (AFL).</p>	<p>independent as well as group learning develops moral skills in the students. The topics studied across all year groups give scope to assess societies and develop students understanding of the world and their own moral values in response to this. Specific topics that where these skills are developed include Black Civil Rights in the USA and the Cold War.</p>	<p>across all year groups studying History.</p> <p>Deeper thinking skills are developed as students are set a series of problems to solve and resolve including Who is the greatest British Monarch, which technologies have had the greatest impact on our lives etc.</p> <p>Students also study other cultural and religious values throughout their studies of History and Ancient History. A variety of skills and techniques are used throughout the History courses to develop creativity and creative responses from students – for example in the Heritage and Marketing unit of work.</p>	<p>variety of other cultures across the world.</p> <p>School trips planned for museums, Germany and Poland and Italy give students the opportunity to experience other cultures as well as studying them.</p> <p>Developing critical thinking skills in students as well as the interpretation of sources etc give students the skills to objectively assess their own and other cultures and to develop empathy skills for others in society.</p>
Foundation Carousel				
PE	<p>Developing skills such as co-operation, collaboration,</p>	<p>Helping students gain a sense of fair play based on rules and etiquette.</p>	<p>Helping students gain a sense of achievement and develop positive attitudes</p>	<p>Experience and creating an understanding for significant activities from</p>

	responsibility, commitment, teamwork and leadership. Discussion and feedback through questioning. Working with others, small groups and teams to improve own and others performance. Provide opportunities to develop ability in speaking and listening skills through observation and analysis of own and others work.	Encourage positive sporting behaviour accepting and supporting the decisions of the referee/umpire.	towards themselves. Students supporting one another by providing encouragement and feedback.	their own and other cultures e.g. traditional games and cultural differences in preparation – Haka dance. Name the sportsmen and women who participate in teams from different countries. Participation in games from around the world – Kabadi, Gaelic football, Aussie rules etc. Challenging stereotypical views of cultures.
Languages	Help pupils develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and selfrespect. Provide a conceptual and linguistic framework within which to understand and debate social issues. Work together cooperatively	Respect for other cultures and perspectives. Promote measures to prevent discrimination on the basis of race, religion, gender. Encourage pupils to take responsibility for their actions	Foster a sense of community with common, inclusive values which ensure that everyone respect differences such as ethnicity, nationality, gender, ability, sexual orientation and religion.	Develop understanding and knowledge of the target culture and language including history, geography, food, customs and traditions.

GCSE

	SOCIAL	MORAL	SPIRITUAL	CULTURAL
English	Reading and writing skills Various novels including Of Mice and Men	Speaking and listening ie debating the death penalty	Pre 20 th century Poetry	Poetry from other cultures Literary heritage novel ie Of Mice and Men US depression

My Community	Human Rights Homelessness Role of the media & internet Law and society Crimes and sins Theories of Punishments Unit on Peace and Justice Sex education	Ethical decisions – Euthanasia, Abortion, capital Punishment Equality unit Voting and democracy Poverty & wealth unit Christian Aid	Role of faith in making ethical decisions Religious teachings on specific issues Church weddings Stewardship	Ethnic diversity in the UK Racism, sexism and disability = equality in religions The Global Community Laws re. equality
Maths	Functional maths / Maths in the real world Team work / group activities Problem solving	Investigation / reasoned views on topics like interest – understanding the moral use of statistics in the wide world	Self-reflection / peer assessment on maths skills	Understanding historical context for some of the equations
Science	Health and Safety Range of courses - see more detailed audit	Range of courses including Health and Social and Child Development - see detailed audit	Range of courses including Health and Social and Child Development - see detailed audit	Range of courses including Health and Social and Child Development - see detailed audit
Humanities	Group work activities across all year groups studying History and Ancient History. Respect and Responsibility lessons	The development of respect and responsibilities and the focus on developing independent as well as	Reflection is developed through AFL and the use of plenaries and decision making. This takes place across all year groups	Throughout all year groups the emphasis is on studying the variety of our own culture as well as a variety of other cultures

	<p>at the start of the year. Decision making skills. Understanding societies and different attitudes across different social groups through studying our own and other cultures. Discussion and feedback through question and answer sessions, presentations and discussion sessions. Provide opportunities to develop ability in speaking and listening skills through observation and analysis of own and others work (AFL).</p>	<p>group learning develops moral skills in the students. The topics studied across all year groups give scope to assess societies and develop students understanding of the world and their own moral values in response to this. Specific topics that where these skills are developed include all units as well as in the Ancient History Course.</p>	<p>studying History. Deeper thinking skills are developed as students are set a series of problems to solve and resolve including Who is the greatest British Monarch, which technologies have had the greatest impact on our lives etc. Students also study other cultural and religious values throughout their studies of History and Ancient History. A variety of skills and techniques are used throughout the History courses to develop creativity and creative responses from students – for example in the Heritage and Marketing unit of work.</p>	<p>across the world. School trips planned for museums, Germany and Poland and Italy give students the opportunity to experience other cultures as well as studying them. Developing critical thinking skills in students as well as the interpretation of sources etc give students the skills to objectively assess their own and other cultures and to develop empathy skills for others in society.</p>
Foundation Carousel				
PE	<p>Develop leadership and coaching roles in core and GCSE PE lessons. Reflecting on the role and</p>	<p>Consideration of what is of value, including issues of right and wrong Developing an</p>	<p>Reflecting on important concepts, experiences and performances that are at the heart of religious and</p>	<p>Enabling learners to recognise, explore and understand their own cultural assumptions and</p>

	<p>value of leadership, participation and volunteering in the community – especially with JSLA. Encountering challenging and unfamiliar contexts</p>	<p>understanding of rules and etiquette. Exploring the influence of family, friends, and the media on sporting participation and the choices available. Developing the ability to apply insights to significant social, moral and political issues affecting individuals and communities – through studies of Olympic games during GCSE PE.</p>	<p>non-religious world including participation rates and opportunities available. Developing personal views on valuing relationships and developing a sense of belonging to a team. Developing an understanding of feelings and emotions we go through in sport which gives cause to reflection and to learning.</p>	<p>values, including religious and non-religious ones Enabling learners to understand cultural diversity by bringing them into contact with attitudes, values and traditions of other cultures, including religious and non-religious ones Understand the important role of sport in breaking boundaries between countries and cultures, creating a togetherness of society and celebrated through competitions such as the World Cup and the Olympic Games. Reflecting on the role of performance for building self-confidence and identity through challenging stereotypical views of cultures.</p>
<p>Languages</p>	<p>Help pupils develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for</p>	<p>Respect for other cultures and perspectives. Promote measures to prevent discrimination on the basis of race, religion,</p>	<p>Foster a sense of community with common, inclusive values which ensure that everyone respect differences such</p>	<p>Develop understanding and knowledge of the target culture and language including history, geography, food, customs</p>

	<p>difference, moral principles, independence, interdependence, selfrespect. Provide a conceptual and linguistic framework within which to understand and debate social issues. Work together cooperatively.</p>	<p>gender. Encourage pupils to take responsibility for their actions.</p>	<p>as ethnicity, nationality, gender, ability, sexual orientation and religion.</p>	<p>and traditions.</p>
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