

## Winterhill School SMSC across the curriculum

### Rational

At Winterhill School, the personal development of students is a fundamental part of both academic and pastoral work. We aim to develop students' spirituality, morally, socially and culturally and ensure they are treated as individuals. SMSC is delivered through all curriculum areas as well as through the day-to-day experiences of our students. Our planned assemblies follow current and relevant themes; there are many extra-curricular activities on offer and through the pastoral support system.

<b>Department</b>	<b>Social</b>	<b>Moral</b>	<b>Spiritual</b>	<b>Cultural</b>	<b>Examples of SMSC</b>
<b>PE</b>	KS3  Students are challenged to increase their personal fitness and know the role in society of being healthy and active and free from illness/disease.	KS3  Students are taught to play with pride and handle success with defeat and dignity. Students understand the importance of playing to the rules, fair play and the importance to appreciate the viewpoints of others.	KS3  Students develop a variety of skills, e.g. performing a sequence in gymnastics. This allows students to express their views/opinions by giving appropriate feedback.	KS3  Students are given the opportunity to learn games and dances from different traditions, including their own as well as being able to appreciate the differences between male and female roles within sport.	KS3  Student divided into mixed groups to work together and respect the view of one another.
	KS4  Students take part in a variety of roles such as a leader or coach. Students deliver coaching sessions to children in Primary Schools as part of the BTEC Course. Students understand how effective leadership and participation influences and impacts on others.	KS4  Students are given time for focus group discussions on lesson objectives and outcomes as well as listening to other people's opinions and giving feedback within lessons.	KS4  Students reflect on values surrounding competition which includes 'Winning at all costs' as well as fair play and sportsmanship.	KS4  Students compete in several enrichment activities against other schools around the country often from different cultures.	KS4  Students divided into mixed group with each one given a specific role within Leadership to deliver. Students to feedback through group discussion of how their actions influenced and impacted on the group that they were teaching.

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<b>Maths</b>	<p>In classrooms, we look for opportunities for pupils to use mini-whiteboards to promote self-esteem and build self-confidence. We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners/groups. We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other.</p> <p>We seek out events and team maths challenges for increased pupil involvement. We exhibit pupils work in maths classrooms - to share their good practice and celebrate achievement through creating informative displays.</p>	<p>In the classroom we model good behaviours and expect the same in return. We reward good behaviour, and value listening to others' explanation of answers. We promote discussion about mathematical understanding and challenge assumptions, supporting students to question information and data that they are presented with.</p>	<p>Developing deep thinking and questioning the way in which the world works; looking at how and why answers are what they are and asking the students to be reflective of their learning, explain what they feel they have done well/badly and giving themselves areas of improvement/recognition.</p>	<p>We share the appreciation with the pupils that mathematics, its language and symbols have developed from many different cultures around the world: e.g. Egyptian, Indian, Islamic, Greek and Russian roots. We look to make explicit reference to Mathematicians contribution to progression of the subject as we teach topics throughout our Schemes of Work.</p>	<p>UKMT and we will be attending the national challenge and entering a team</p> <p>We investigate and research cross cultural patterns – tessellation, Islamic tiling.</p> <p>We look at Russian / Chinese multiplication, Napier's Bones etc.</p> <p>We promote a sense of wonder in the exactness of mathematics in the exploration of infinity, pi, e, topology, complex numbers and real world examples.</p> <p>Exploration of the history of algebra and Pythagoras.</p> <p>Use of real world examples in questions and getting them to find practical measurements like the volume of the Pyramids.</p>

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<b>Technology</b>	<p>KS3 Helping pupils explore how poverty can have an impact on economies and technological developments around the world.</p> <p>The specific study of Global economies.</p> <p>Trade and profit/loss in retail. Manufacturing in developing countries. The use of child labour.</p> <p>Designers and the impact their products can have on lifestyles (James Dyson) Development of prosthetic limbs/wheel chairs etc...</p>	<p>KS3 Promoting moral issues and moral dilemmas through understanding global economies/trade issues in the developed and developing world. Awareness of copyright/patents in new developments with n Technology. Vegetarian diets and the reasons people may adopt this lifestyle.</p>	<p>KS3 Prompting awareness and responsibility through understanding different religious beliefs and how food /products can play a role in lifestyles/traditions. Showing respect for others that follow a different lifestyles regarding the food they eat or the products they use and the way animals are slaughtered to obtain the raw materials.</p>	<p>KS3 The specific study of cultural awareness and diversity regarding materials and their selection from around the world. Analysing food from around the world and looking at ingredients/recipes from different cultures and countries and how they are used in recipes/dishes.</p>	<p>KS3 Teaching aspects of the syllabus which have an SMSC relevance. Verbal activities encourages empathy and analysis of how others speak and how people react. Group work and group discussions with in the IMYC themes for example....(Vegetarian diets, Developing countries and their use of child labour, Green alternative energy resources)</p>

	<p>KS4</p> <ul style="list-style-type: none"> <li>- Homelessness is discussed and how technology can help/benefit these people in society.</li> <li>- Green issues are looked at in detail and include the following: (Reduce, reuse, recycle. repair, rethink. refuse)</li> <li>Green energy alternatives Solar, wind, wave etc... are studied as an alternative to burning fossil fuels. The social impact this has is discussed and the future energy demands the world will have and how we will meet them.</li> <li>- Advancements in new manufacturing methods and the reduction of jobs due to robotics.</li> <li>- Vegetarian and vegan diets are studied and the reasons why people may adopt these diets.</li> </ul>	<p>KS4</p> <ul style="list-style-type: none"> <li>- Deforestation of the rain forests is studied, related to materials and the use of timber and manufactured boards.</li> <li>Recycling and Environmental issues are considered. The 6 Rs.</li> <li>Green Issues are studied regarding manufacture /waste and the environmental impact this can have.</li> <li>Inclusive design and how this allows access for all people in society and not just a small section.</li> <li>Intensive farming of animals and the difference in welfare standards throughout the world.</li> </ul>	<p>KS4</p> <p>Prompting awareness and responsibility through understanding different religious beliefs and how food /products can play a role in lifestyles/traditions. Showing respect for others that follow a different lifestyles regarding the food they eat or the products they use and the way animals are slaughtered to obtain the raw materials.</p>	<p>KS4</p> <p>Analysing food from around the world and looking at ingredients/recipes from different cultures and countries and how they are used in recipes/dishes. How culture can affect design of products: looking at China and India and how culture can influence design strategies and outcomes.</p> <ul style="list-style-type: none"> <li>- Prompting awareness and responsibility through understanding different religious beliefs and how different colours and shapes must be considered when designing new products.</li> </ul>	<p>KS4</p> <p>Teaching aspects of the syllabus which have an SMSC relevance. Verbal activities encourages empathy and analysis of how others speak and how people react. Group work and group discussions with in the IMYC themes for example.... (Vegan diets, The use of exclusive design, Halal slaughtering methods.)</p>
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<b>History</b>	<p><b>KS3</b></p> <p>Students work collaboratively in lessons to understand more about different cultures and how they used to live and how they were affected by discrimination.</p> <p>Students learn about the importance of British Law and how this has been used to improve people's lives during the Industrial Revolution.</p>	<p><b>KS3</b></p> <p>Students discuss and examine moral issues in History. They build confidence in highlighting the differences between right and wrong and apply these in their own lives.</p> <p>Students discuss and learn about the importance of standing up for one's beliefs and standing by others.</p>	<p><b>KS3</b></p> <p>Students develop their skills in being able to understand their own beliefs in more detail but also to respect the beliefs of others in the group.</p> <p>Students develop a deep interest in learning about the beliefs of others.</p> <p><b>Slavery:</b> Understanding of beliefs of black people who were either Muslim and Christian and how these compared with the slave traders.</p> <p><b>Suffragettes:</b> Understanding the beliefs and motivations of those fighting for equal rights during the 1900s.</p>	<p><b>KS3</b></p> <p>Students develop their wider cultural understanding of the periods that they are studying.</p> <p><b>Battle of Hastings:</b> Change of culture in England during 1066: Impact of French language.</p> <p><b>World War One:</b> Impact of the British Empire on the fighting during World War One.</p> <p><b>Hitler:</b> Life in Nazi Germany and Holocaust – Jewish life and how this contrasted with life in Nazi Germany.</p>	<p><b>Slavery:</b> Students discuss life in Africa and how this compares with life in England.</p> <p><b>Industrial Revolution:</b> Implementation of new laws that has allowed people in England to be more equal than previously during this time.</p> <p><b>Slavery:</b> Students learn about attitudes towards Black people from white people at the time. How does this treatment compare with how Black people are treated today? Is this right? Is everyone truly free today?</p> <p><b>Holocaust:</b> Students learn about how Jewish people were treated by the Nazis and the role of German Government in this persecution.</p>

	<p><b>KS4</b></p> <p>Students continue to work collaboratively to ensure they understand the full rule of British Law and importance of total respect for one another in modern day Britain.</p> <p><b>Civil Rights:</b> Treatment of Black People in the Americas and whether the response from the US Government was properly correct.</p> <p><b>Elizabeth 1<sup>st</sup>:</b> Religious Settlement and how this impacted on different groups of people in the UK: Puritans, Catholics, and Protestants.</p> <p><b>American West:</b> Diversity between Plains Indians and settlers and the conflict that resulted from these differences. Difference in social structure between these two parties.</p>	<p><b>KS4</b></p> <p>Students evaluate persecution and discrimination in the Early Modern Period and the Twentieth Century.</p> <p><b>Civil Rights:</b> Treatment of Black People in the Americas and whether the response from the US Government was properly correct.</p> <p><b>Elizabeth 1<sup>st</sup>:</b> Treatment of Catholics under Elizabeth 1<sup>st</sup> and whether this was correct under the Religious Settlement. How were their rights affected by this Religious Settlement?</p> <p><b>American West:</b> Voluntary euthanasia and Counting Coup – practices of the Plains Indians but how were they viewed by the settlers and how did they differ?</p>	<p><b>KS4</b></p> <p>Students to evaluate the different perspectives of key historical figures and groups within key historical periods in history.</p> <p><b>Civil Rights:</b> Examine the beliefs and motivations of Civil Rights Activists during the struggle for equality in the USA.</p> <p><b>Elizabeth 1<sup>st</sup>:</b> Religious Settlement – how much of this was a compromise for the Catholics and Puritans/Protestants.</p> <p><b>American West:</b> Conflict of cultures and beliefs of the Plains Indians and the settlers.</p>	<p><b>KS4</b></p> <p>Students continue to develop their understanding and appreciation of the wider range of cultural influences that have shaped British heritage and the world around us.</p> <p><b>Civil Rights:</b> Misconceptions and negative attitudes towards black people.</p> <p><b>Elizabeth 1<sup>st</sup>:</b> Spanish Armada and the threat of invasion from Spain and the impact this had on the British Court.</p> <p><b>American West:</b> Clash of cultures between Plains Indians and the settlers. Attempts to resolve this and the destructions of the Plains Indians way of life.</p>	
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<b>MFL</b>	KS3 MFL lessons include a lot of pair and group work because students need to discuss different aspects of Spanish culture to decide if they could be applied in a British context.	KS3 Discussing moral dilemmas about cultural controversial differences such as bullfighting. Group's debates and discussions try to stay not judgemental.	KS3 Promoting a Mexican festival (Days of the Dead) whose beliefs and festivities are opposed to British values and customs.	KS3 Christmas in Spain: discussing how Spain kept an original catholic tradition of the 3 wise men for delivering present on the 6 <sup>th</sup> January.	KS3 Corrida Christmas San Valentin Different ways of greetings according to countries.
	KS4 Same as above + discussing and agreement and class competition on grammatical exercises and translations.	KS4 Discussing dangers of massive events and deciding rules to prevent accidents. Eg: the festival of la Tomatina and the danger of being raped.	KS4 Discussing and understanding extreme religious beliefs in some parts of the Hispanic world such as "the penitents" in Philippines and in Andalucía and the "virgin" procession during the Holly Week.	<b>KS4</b> Discussing how cuisine has travelled the word and evolve under the influence of other countries. For instance, discussing how food and drinks differ according to events in France and Spain and how these traditions have been altered by travellers	KS4 Food and drink Festival de "las fallas" The Lyon lights at Christmas The Holly Week in Spain and abroad Easter in France

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<b>ICT</b>	<p>Helping students explore how to resolve issues such as cyberbullying, which enables students to protect themselves when online and using social media.</p> <p>Students are aware of methods of prevention and how to report incidents on the internet.</p> <p>In the growing digital age, our students are going into a digital world that still cannot be fully predicted.</p>	<p>Students are aware of issues surrounding computer misuse and the Acts that protect businesses and people.</p> <p>Awareness of hacking, viruses, phishing and identity theft is crucial when living in a digital age.</p> <p>How identify the differences between trustworthy and fake sites/emails. When malicious individuals prey on individuals to steal details and money.</p> <p>This has encouraged students to be more reflective when using computer and online.</p>	<p>Prompting resilience through programming, at the start of every great app, game or piece of software. There was an idea that someone has worked hard to design an algorithm, then tediously program, finally test and refine to meet the needs of a demanding user.</p> <p>Students learn the steps and logic to problem solve, therefore creating their own solutions.</p>	<p>Globally we have become reliant on the new digital age, this has changed people's social and buying habits.</p> <p>As a Culture students understand the benefits and drawbacks ICT has on society.</p> <p>People have more available time due to online shopping deliveries. However is this time spent with family and friends or updating a status or scrolling through endless shares and likes?</p>	<p>Both individually and as groups students have the opportunity to look at the digital world we live in and how it really works.</p> <p>Eyes are opened to the dark digital underworlds that exist and how to stay safe, what precautions to put in place.</p> <p>Videos and role plays allow students the opportunity to see issues and opportunities in our digital world.</p>



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<b>English</b>	<p>Helping pupils explore how characters resolve conflict in literacy texts enables discussions about pupils' own lives</p> <p>The specific study of poetry under the headings "Conflict" and "Relationships" which is linked to discussions of real life situations.</p> <p>Promoting group work on empathy skills during everyday lessons.</p>	<p>Promoting moral issues and moral dilemmas through literature texts including "The Boy in the striped Pyjamas" and Of mice and men.</p> <p>Discussions about literary characters and the decisions they make to promote the understanding of behaviour.</p> <p>Evaluation of lesson contributions and group work scenarios promote self-reflection</p>	<p>Prompting resilience and responsibility through group work, presentations and investigations.</p> <p>Exercising imagination through creative writing.</p> <p>Coverage of religious meanings and symbols within text including "The Lord of the Flies."</p> <p>Empathising is a specific reading skill taught in English.</p>	<p>The specific study of novels and poetry and plays promotes cultural awareness and empathy texts include "Of mice and men."</p> <p>Teaching spoken language and analysing the language of belonging, accents, dialect etc. promote discussion about public attitudes and responses to language development.</p>	<p>Teaching literature: poetry, plays, short stories and novels which have an SMSC relevance.</p> <p>Spoken English encourages empathy and analysis of how others speak and how people react to speech patterns.</p> <p>Drama activities – Especially Shakespeare which role play scenarios of discrimination, unrequited love, conflict and feelings.</p> <p>Group work and group discussions with in the IMYC themes</p>

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<b>English</b>	<p><b>KS3</b> Group work used to discuss topics which promotes communication and co-operating with others.</p>	<p><b>KS3</b> Promoting moral issues and moral dilemmas through literature texts including “The Boy in the striped Pyjamas” and “Of mice and men.”</p> <p>Discussions about literary characters and the decisions they make to promote the understanding of behaviour.</p> <p>Evaluation of lesson contributions and group work scenarios promote self-reflection</p>	<p><b>KS3</b> Prompting resilience and responsibility through group work, presentations and investigations.</p> <p>Exercising imagination through creative writing. Empathising is a specific reading skill taught in English.</p> <p>Study of texts that allow students to explore their beliefs EG: Frankenstein and the creation of life.</p>	<p><b>KS3</b> The specific study of novels and poetry and plays promotes cultural awareness and empathy texts include “Of mice and men.” Students then discuss pertinent issues (EG: racism and gender equality) and how these have changed and the benefit these changes bring to our society.</p>	<p><b>KS3</b> Teaching literature: poetry, plays, short stories and novels which have an SMSC relevance.</p> <p>Drama activities – Especially Shakespeare which role-play scenarios of discrimination, unrequited love, conflict and feelings.</p> <p>Group work and group discussions with in the IMYC themes for example Resilience, Communication and Competition.</p> <p>Group work used to discuss topics which promotes communication and co-operating with others.</p> <p>SMSC Challenges: Challenge boxes allowing students to deliberate SMSC issues relating to a text or topic.</p>

	<p><b>KS4</b>  Helping pupils explore how characters resolve conflict in literacy texts enables discussions about pupils’ own lives  The specific study of poetry under the headings “Conflict” which is linked to discussions of real life situations.</p> <p>Promoting group work on empathy skills during everyday lessons.</p> <p>SMSC Challenges:  EG:  We dislike Scrooge because of his attitude and beliefs; this has led to him being alone in old age. Could Scrooge’s age influence how society views him? Explain why.</p> <p>HINT: How are different ages perceived?</p>	<p><b>KS4</b>  Discussions about literary characters and the decisions they make to promote the understanding of behaviour.</p> <p>Evaluation of lesson contributions and group work scenarios promote self-reflection</p>	<p><b>KS4</b>  Prompting resilience and responsibility through group work, presentations and investigations.</p> <p>Exercising imagination through creative writing.  Coverage of religious meanings and symbols within text including “The Lord of the Flies.”</p> <p>Empathising is a specific reading skill taught in English.</p>	<p><b>KS4</b>  Studying texts that cover issues such as democracy (Lord of the Flies) and giving the students the opportunity to evaluate and discuss these values.</p>	<p><b>KS4</b>  Teaching literature: poetry, plays, short stories and novels which have an SMSC relevance.  Drama activities – Especially Shakespeare which role play scenarios of discrimination, unrequited love, conflict and feelings.</p> <p>Group work used to discuss topics which promotes communication and co-operating with others.</p> <p>SMSC Challenges:  Challenge boxes allowing students to deliberate SMSC issues relating to a text or topic.</p>
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<b>RS</b>	<p>Students work together in lessons to understand more about different religious beliefs and faiths and how they have been integrated into different societies</p> <p>Students investigate a range of different Rites of passage and the importance of having the freedom to choose</p> <p>Learn about the importance of British Law and how this has been used to improve people's lives. GCSE religion and life (Abortion euthanasia, alcohol and drugs and religion. Crime and punishment)</p> <p>Social issues and the needs of different groups of people are also common themes that are explicitly recognised on a</p>	<p>Students discuss and examine moral issues concerning good and evil, right and wrong. They build confidence in highlighting the differences between right and wrong and making choices in their own lives.</p> <p>Forgiveness – students investigate different case studies and discuss whether they would be prepared to forgive or not.</p> <p>Students discuss and learn about the importance of standing up for one's beliefs and standing by others.</p> <p>Inspirational Figures: Anne Frank, Nelson Mandela – why are these figures an inspiration?</p>	<p>Students develop their skills in being able to understand their own beliefs in more detail but also to respect the beliefs of others in the group.</p> <p>Students develop a deep interest in learning about the beliefs of others.</p> <p><b>Slavery:</b> Understanding of beliefs of black people who were either Muslim and Christian and how these compared with the slave traders.</p> <p><b>The Spiritual aspect is embedded in our lessons, with students often being given opportunity to reflect on how the things they have learnt can affect and influence their own lives.</b></p>	<p>Students develop their wider cultural understanding of religious celebrations :</p> <p>Christianity: Christmas and Easter Islam; Eid Sikhism - Vaisakki</p> <p>A look at how different cultures respond ethical decisions.</p> <p>Cultural weddings and the differences and similarities.</p> <p>Celebrating faith – music, clothing religious buildings, food, festivals</p> <p>Students look at issues of how religion is shown in our culture by the media.</p> <p>Students examining a unit on multi-culturalism and multi-faith society</p>	<p><b>Why people are religious:</b> Students discuss the way we influenced and how this can lead to a belief in religion.</p> <p>Discussion around the creation of the universe, ethical and moral issues for example, abortion, euthanasia, the death penalty and testing on animals.</p> <p>Moral decisions by individuals, governments and societies are central to the study of themes such as the Holocaust, Crime and punishment and Apartheid to name a few.</p> <p>Students at Winterhill explore similarities and differences in religions and cultures, through which they begin to link</p>

	<p>regular basis. Topics include treatment of men and women, voting, inequality and peace and conflict.</p> <p>There are plenty of opportunity to develop their social skills through debate, speaking and listening and group work throughout both key stages.</p>	<p>Students become aware of the positive impact of different religions, through knowledge of how religion can affect daily life and moral decisions made by religious people.</p> <p>Through RS, students have the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues. Often statements relating to current affairs are given for pupils to respond to.</p>		<p>and how this links into the nature of freedom, liberty and democracy</p>	<p>religion to personal action in everyday life.</p> <p>There are plenty of opportunity to develop their social skills through debate, speaking and listening and group work throughout both key stages.</p>
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<b>Science</b>	<p>In classrooms, we look for opportunities for pupils to use mini-whiteboards to promote self-esteem and build self-confidence. We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners/groups.</p> <p>Social issues explored in science include the use of fertilisers; effects of a growing population and the availability of 'potable water.</p> <p>Biology topics explore some of the social sides of health including food groups, diabetes, inheritance, genetics and disease.</p>	<p>In the classroom, we model good behaviours and expect the same in return. We reward good behaviour, and value listening to others' explanation of answers.</p> <p>Moral issues are explored in a number of topics in science. In a number of units students are encouraged to engage in understanding the consequences in behaviour and actions. Students study climate change and the effect of carbon footprints.</p> <p>Students study at the ethics and opinions on subject matter such as Stem cell research and their donation from abortion clinics; Use of chemical/organic fertilisers as well as animal testing</p> <p>Where possible contexts are added in to lessons for example, Fritz Haber made the first fertilisers but also developed toxic gas weapons used in war. Students are encouraged to offer their opinions on Haber. Further information is given such as his wife committed suicide due to his actions.</p>	<p>In science, lessons are put in to everyday context where possible so students can engage in content on a personal level.</p> <p>Religious beliefs are respected during practical for example, in not using pig organs for dissection.</p> <p>Topic areas often lead students to reflect on the religious views people have such as 'How the universe began?' Links between evidence and religion.</p> <p>Often opinion as to whether organ donation, animal testing, scientific research centres around religious belief and these areas are explored by students.</p>	<p>It is important that students recognise that science development is global. Students look at the make-up of the periodic table and how the symbols reflect the language of origin of discovery.</p> <p>Students study the binomial naming system of organisms and how this supports communities around the world in the naming and discovery of organisms.</p> <p>Scientists from around the world are studied including Dimitri Mendeleev and Niels Bohr.</p>

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<b>Geography</b>	<p>At both Key stages we allow students to work in pairs and groups to build social skills and learn about each other. We also use the word social in geography very often as a categorising task for classwork and assessment work.</p> <p>Recently this has been using for social sustainability of housing and during our eco-systems topic with KS4.</p>	<p>This discussion crops up a lot in this subject, geography is always pushing the moral / ethical boundaries and our students need to know this.</p>	<p>Creativity and learning in their own way allows students to develop their own understanding of topics. Students need to recognise the differences in others around the world and how cultures and beliefs are different.</p>	<p>Particularly in KS4 and the new GCSE specification, students understanding of wider geography and in many context is vital to their own development. Not only will it help with their understanding for the exams but it's further allowing them to have a greater understanding of differences globally.</p>	<p>Y7 and Y8 using this recently in mini-investigations around school on the impacts on people in the school environment and impacts of hurricane Katrina on people's lives in USA.</p> <p>During the Hurricane Katrina work, we discussed the moral issues with people looting and killing during the disaster.</p> <p>Use of moral starters for scenarios around damaging eco-systems and how humans are putting these under threat</p>

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<b>PSHCE</b>	KS3 Settling in activities to encourage pupils to engage with each other and work together. Relationships study. Enterprise project – group work.	KS3 British values study. Crime unit.	KS3 Crime – right and wrong Relationships	KS3 Democracy Self esteem Risk – online and elsewhere	Group work Discussion based activities and debate Moral dilemmas Online safety activities Empathy activities that allow pupils to consider the feelings of others.
	KS4 Drug and alcohol Sex and relationships education The media including social media	KS4 Morality and human rights	KS4 Morality and human rights Prevent	KS4 Careers and further education The media	