

KS3 SMSC

This document will be updated on an ongoing basis as needed in relation to the KASE curriculum.

SMSC

At Ipsley CE RSA Academy, we recognise that the spiritual, moral, social and cultural (SMSC) personal development of pupils plays a significant part in their ability to learn and achieve. We therefore provide a curriculum that encourages pupils to explore and develop their own values and beliefs, spiritual awareness, attitudes towards others and appreciation of the diversity and richness of their own and other cultures. All curriculum areas have a contribution to make to a pupils SMSC development and we plan for this in every subject of our curriculum. Our school values as well as British values and current affairs, are taught through the curriculum, tutor time, assemblies and general life of the school.

Year 7

English

Pupils engage with SMSC throughout all schemes of work within English. They are encouraged to show an interest in, and respect for, different people's feelings, values and interpretations. Pupils develop their understanding of other cultures through their study of fiction and non-fiction texts. In the Spring term, pupils study World War literature which encourages them to reflect on the moral and social impact of conflict as well as developing empathy for others. Through their study of the novel *Trash*, pupils explore the need to respect cultural diversity within our societies. In the Summer term, pupils study 'An Introduction to Shakespeare'. This scheme allows pupils to appreciate British writers who have contributed to the great works of our heritage. At the end of the year, pupils study a topic called "The World Around Us". This topic lends itself to promoting fundamental British values as well as encouraging pupils to consider the society in which they are a part of.

Maths

In the maths department, we look into the historical origins of mathematics and study the cultural significance of developments in the subject. In Year 7 pupils will see different number systems from around the world and throughout history. This includes Roman numerals, Egyptian hieroglyphics, and the origin of the digit zero. We will also look into the origins of the decimal system we use today and discuss why characters from the Simpsons may not use the same! We will explore mathematics occurring in the natural world in many forms including symmetry and the Fibonacci sequence. We look into the intrigue around the number pi, and see how an estimate for the true value actually appears in the Bible. In addition, individuals who have made a significant contribution to the world of mathematics will be studied. These include Newton, Einstein and Pythagoras. Seeing where maths fits into history and the real world gives our pupils a much better appreciation of the cultural significance and its impact on society all over the world. The pupils will develop their own social skills in maths lessons as a large proportion of the lessons require collaborative learning or team work.



Science

Pupils focus on how different animals and plants depend on each other. We encourage pupils to take responsibility for their actions; for example, respect for property and care of the environment. They start learning about the basic facts of life and are encouraged to ask questions to develop their understanding of cultural differences. They are encouraged to ask questions about the natural, material and physical world in science, and explore why some materials react the way they do, due to physical and chemical properties. Pupils are taught to recognise that scientific evidence can be used to explore social issues, then to ask questions on how science has developed over time and how these discoveries and ideas affect the way people think, feel, create, behave and live.

RE

Pupils will listen and respect each other's opinions. They will consider whether gender inequality still occurs in today's society. They will think about how different cultures portray Jesus and compare this to their own views and opinions. Pupils will discuss whether they believe in miracles and how this belief may affect people's lives. They will also discuss how the beliefs of prophets can help solve the problems of the modern day.

Pupils will consider whether openly expressing your religious beliefs matters in the modern world. A comparison of different religious practices will be researched and presented. There is reflection of different people's beliefs and a discussion into why respecting different practices is more important than ever in today's world.

Pupils will engage in a discussion of how society could benefit from more religious understanding of each other's beliefs and debate into why it is morally wrong to disrespect other beliefs when they are not your own.

Music

Pupils are given the opportunity to explore a variety of music genres which will give them the chance to discuss and experience different cultures. They will look at the origins of Blues and Latin music whilst understanding the history behind the social and cultural changes in society. Pupils will explore the impact of music on society and see how it has developed over time.

Pupils will get the chance to question the link between music and society to establish the power of this medium within our world. They will have extensive opportunities to voice their thoughts and express their creativity through performance and group work throughout the year.

Drama

Pupils will look at both scripted and devised work in Year 7 where they will get to explore topics and ideas about the world in a practical way. Pupils will respond to the theme of 'education' and they will consider what this means to them and what this means to children in other parts of the world. They will get a chance to understand the difference in our world through role play and practical exploration throughout the year.



Creative Arts

Pupils will develop a range of social skills through regular group work in art and DT, along with self and peer critiques of their work, encouraging them to be more reflective learners. This is particularly present in the Pop Art project, where pupils will explore popular culture and develop their painting skills both independently and as a group. There will be a focus on the cultural element of SMSC across the Creative Arts, through the introduction of multiple artists and designers such as Bridget Riley in the Pop Art project, and projects that promote understanding and appreciation of the work of other artists. Spiritually, all of our schemes of work are designed to allow pupils to show progression to enhance self worth. We encourage our pupils to show individuality, and teach them that it is purposeful and meaningful, and pupils are encouraged to explore their own ideas and creativity in order to promote self identity.

PE

Pupils will learn the importance of supporting each other and working as a team. They will learn that countries have national team games around the world and appreciate the importance of good sportsmanship. Pupils are taught the importance of supporting each other through constructive feedback and identifying strengths and weakness with themselves and their peers whilst maintaining a positive way forward in their learning. Pupils learn the importance of winning and losing gracefully, especially in team games. They learn that intrinsic motivation is important and to try their best all of the time with particular reference to performing to maximum levels. Pupils will take on different roles socialising as supporters, spotters, coaches and performers.

French

In Year 7 pupils follow a grammar based scheme of work in French. Spiritually, the teacher may choose to use a text about the Muslim faith in France or the festival of Dia de los Muertos in Mexico to teach an aspect of grammar. Morally pupils learn that rules are important and must be adhered to and rigorously applied, albeit in the realm of grammar. Socially, pupils learn the art of conversation both in formal and informal settings. They learn that written communication also follows social rules. There is an immense amount of listening and speaking in language lessons. Culturally, the teacher uses an immense amount of authentic resources in the delivery of MFL lessons so that children are exposed the Francophone and Hispanic cultures.

Computing

The computing curriculum focuses on teaching pupils about technology, how it works and how to use technology and computers to solve problems. Pupils develop a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Computing lessons provide pupils with a framework and set of disciplines that will help refine their general awareness and build their self-worth. Programming is a challenging discipline to learn and pupils have to apply their concentration and intelligence very deeply. Developing an appreciation and acknowledgement of the time saved by the use of computers and the speed at which they work. They understand the relationship between humankind and machine, with a focus on how software has an impact on our daily lives and how it has changed throughout the years. Pupils also study networks which is linked to the importance of relationships and cause and effect.



Geography

Pupils will show an interest and curiosity towards different places around the world. They will explore the need to respect cultural diversity now and in the future, through the study of globalisation and life working in a sweatshop. Pupils will show empathy with people involved in a volcanic eruption and consider the needs of different groups of people in an evacuation scenario.

They will gain an appreciation for UK geography through the study of coastal environments and consider the difficulties in budget restriction for protecting everyone's homes along the coastline. Geography provides an opportunity for pupils to use imagination and creativity in their learning and become global citizens.

History

In the first term, pupils learn about the ancient Roman Empire, the study of a theme in British history that consolidates and extends pupils' chronological knowledge from before 1066. Pupils build an understanding of the democratic process and other forms of government in the Spring Term, learning about the development of Church, state and society in Britain during the Tudor and Stuart eras. Pupils identify how society was structured differently in the past and appreciate the freedom to choose and hold other faiths and beliefs. Pupils explore man's relationship with the environment and what impact man can have on the environment in world history and world developments by learning the history of ancient Egypt. Pupils are encouraged to ask questions of other cultures and values. Pupils appreciate influences which have shaped our understanding of the world and understand the responsibilities of individuals and governments in relation to people's health through their learning of medieval medicine in the Spring Term. Pupils discuss how people were treated in the past and if this would be seen as acceptable now.

Learning for Life

In Year 7, pupils study two units. The first serves as an introduction to learning for life, looking at big issues such as the causes of evil, the causes of conflict and war and animal welfare. These issues cover all areas of SMSC. It allows our pupils to discover other points of view, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. Allowing our pupils to know and learn further the differences between right and wrong and allowing our pupils to learn how to discuss, agree and, importantly, disagree with each other thus being shown to resolve issues peacefully and with respect. In the second unit in Year 7, pupils look at deeper moral and cultural issues pertaining to racism, attitudes to mental health and human rights.

Year 8

English

The historicist approach to the structure of English in Year 8 ensures that pupils are exposed to key British writers who have contributed to the great works of our heritage. Pupils start the year studying *Much ado about Nothing*. This scheme leads pupils to explore gender roles within the Elizabethan era and morally question the actions of characters. In the Spring term, pupils are encouraged to express their emotions and feelings within their study of Love poetry and Dystopian creative writing. In the final term, pupils consider the role and cultural impact that media has in society. Pupils question the moral implications of representing people in a certain way and explore the social influence that media has on its audiences. Pupils end the year by exploring manmade and natural disasters through their non-fiction writing scheme. They show empathy to those involved in disasters and consider the needs of different groups of people in disaster scenarios.

Maths

In the maths department, we look into the historical origins of mathematics. Year 8 pupils look deeper into the cultural significance of developments. We look at the influential individuals from ancient Greece such as Pythagoras and Archimedes. Newton's contribution to mathematics is studied in many forms. Pupils are taught to use his equations of motion. Calculus is briefly introduced and we take time to appreciate the originality and brilliance that these individuals must have had. We look into the background of statistical diagrams and who invented them, for example John Venn and his Venn diagram. Pupils are shown where in Cambridge you can find stained glass windows celebrating one of their many famous alumni. We look into the intrigue around the number pi, and see how a very rough estimate for the true value actually appears in the Bible. Seeing where maths fits into history and the real world gives our pupils a much better appreciation of the cultural significance and its impact on society all over the world. The pupils also develop their own social skills in maths lessons as a large proportion of the lessons require collaborative learning or team work.

Science

Pupils learn the foundation topics that will be explored at G.C.S.E. They will learn key functions of the human body such as digestion and where food goes to and why they breathe heavy after exercise. They look at microbes and how infection spreads and how we can stop it. They also develop a curiosity of themselves and their place in the world. Pupils are introduced to the periodic table and develop their understanding of what common things contain. Pupils are taught to recognise that scientific evidence can be used to explore social issues, then to ask questions on how science has developed over time, why ideas were accepted and others were not. They then learn about the rock cycle and how weathering and erosion occur linking science and geography together. They find out how we hear, see light, how magnets and compasses work and how items heat up a certain way based upon their properties. Pupils are taught to recognise that scientific evidence can be used to explore social issues. Pupils are encouraged to ask questions about the natural, material and physical world in science.

RE

Pupils will be involved in a discussion into how stereotypes can influence whole religions and the self-esteem of individuals following religious teachings. They will morally question whether it is ever acceptable to label people because of their religious choices. Pupils will compare how different cultures and religions are similar and different and consider what each religion could learn from each other. Pupils will consider how money could be spent elsewhere for the benefit of society and its problems of suffering and poverty. Pupils will compare cultural differences on the view of the importance of worship. They will also consider big questions, for example, is it right for anyone to be poor in the 21st century? Do people bring suffering on themselves? There is time for personal reflection on what they have learnt about religion at Ipsley and how this may have affected their personal views.

Music

Pupils will explore the development of music through time, looking at Jazz and Reggae music as part of their curriculum. They will be able to understand the different experiences that other people have around the world to music and how this has developed us as a society.

Pupils will be given every opportunity to develop themselves through group work and individual contribution to the class. They will be asked to respond to music thinking about how it makes them feel and understanding the intention behind the narrative of the music.

Drama

Pupils will look at the theme 'human rights' this year to explore the value of our own rights. They will be given the chance to work collaboratively, responding to situations where their rights might be affected. Pupils will also look at the play 'Romeo and Juliet' where they will respond to the themes of the text and question their response to what happens. They will gain an appreciation for the work of Shakespeare and they will be able to see how influential he was as a play write, using universal themes that even today people can connect with.

Creative Arts

Pupils will build on their social skills through regular group work in art and DT along with self and peer critiques of their work, encouraging them to be more reflective learners. For example, they will regularly give each other feedback part way through an outcome in order to make improvements. There will be a focus on the cultural element of SMSC across the Creative Arts, through the introduction of multiple artists and designers, such as Nikki Farqharon's use of pattern and texture and observational drawing inspired by the work of Michael Craig Martin, along with other projects that promote understanding and appreciation of the work of other artists. Spiritually, all of our schemes of work are designed to allow pupils to show progression to enhance self worth, building on skills gradually through each project. We encourage our pupils to show individuality, and teach them that it is purposeful and meaningful, and pupils are encouraged to explore their own ideas and creativity in order to promote self identity.





PE

Pupils interact with each other through gameplay in teams. Pupils learn about the team games in the wider world and the attitudes to these in different countries especially in invasion games such as rugby. We focus on the different types of dances throughout the world and compare their characteristics. Pupils take on different roles socialising as supporters, spotters, coaches and performers.

The pupils gain the inner strength to aim high in their performances, trusting their technical knowledge when competing in athletics. Pupils follow cultural sporting events around the world through information given in lessons and in displays. The pupils work together in groups, socialising to produce high level work. Pupils learn about trusting one another in groups and presenting ideas knowing they will be respected, with a focus coming from gymnastics.

French

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, even though we are following a grammar based scheme of work, learning resources give our pupils an opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this. Their heightened command of French grammar allows pupils to access, 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 pupils' lives and their understanding of the world around them.

Computing

Pupils gain an interest in and understanding of, the way communities and societies function at a variety of levels. Pupils are provided with a framework and set of disciplines that will help refine their general awareness and build their self-worth. Programming is a challenging discipline to learn and pupils have to apply their concentration and intelligence very deeply. Pupils use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds. They work at developing an appreciation and acknowledgement of the time saved by the use of computers and the speed at which they work. They also work collaboratively to find out more about how to program a computer and the drawbacks and benefits to reliance on such technology.

Geography

Pupils develop their empathy skills through studying life in a slum and moral questions are posed when considering the social consequences of altering the slum structure through charity work.

In Geography, we encourage spiritual development through providing opportunities for pupils to reflect upon the landscapes and environments we study within lessons. These are developed through the study of both hot and cold environments. Pupils are given time to reflect on the consequences of their actions and the opportunity to research more independently and to discuss a moral code of conduct when visiting the previously unspoilt landscapes of the polar regions. Pupils are encouraged to become global citizens through gaining a better understanding of the world around them.



History

In the first term, pupils learn of the English civil war, and engage in local history to learn of Worcestershire's involvement in the events at that time. Through their learning of the British Empire and the horrors of slavery, pupils understand ideas of political power, industry and empire. Pupils are encouraged to ask questions of other cultures and values and to discuss how people were treated in the past and if this would be seen as acceptable now. Pupils explore and encourage tolerance of different races, cultures and religions. In the Spring Term, pupils learn of the industrial revolution, how it began in Britain, and continue their understanding of local history. Pupils debate people's position in society and how this impacts on their lives. They understand and discuss how children were seen and treated differently in the past. Pupils are given an opportunity to understand human emotions and feel empathy for others. Pupils are provided with opportunities to challenge racism, discrimination and persecution in the Summer Term, through project work understanding the significance of the holocaust and important role of women in the female suffragette movement.

Learning for Life

In Year 8, pupils build upon learning for life skills developed and nurtured in Year 7 and look, in the autumn term at two units of work relating to life in 21st century Britain and more familiar themes related to stereotyping, discrimination and prejudice. Life in 21st century Britain looks at issues such as alcohol abuse, binge drinking, eating disorders and our national obsession with celebrity culture. All of these themes allow our pupils to explore, understand and respect diversity as well as in investigating, and offering reasoned views about, moral and ethical issues. It is important that pupils develop an interest in, and understanding of, the way communities and societies function at a variety of levels.