

SMSC

KS3

Updated June 2021



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 pupil 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 Autumn term pupils study short stories which encourages them to reflect on the moral and social impact of life choices and significant events which alter characters' lives, as well as developing empathy for others. Through their study of 'Shackleton – Travel Writing', pupils explore the need to respect cultural diversity. Within the Spring term, pupils also study 'Writing to Persuade', here the students are encouraged to look at the work done by charities and how this can affect a person's viewpoint. This scheme allows pupils to appreciate British writers who have contributed to the great works of our heritage. In the Summer term, pupils study Shakespeare and consider how context can affect our understanding of the world. At the end of the year, pupils study poetry. This topic lends itself to promoting fundamental British values as well as encouraging pupils to consider the society to which they belong.

Maths

In the maths department, we learn about the historical origins of mathematics and study the cultural significance of developments in the subject. In KS3 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. Pupils are taught the Chinese system of multiplying using Napier's bones which leads on to multiplying decimals. We will also learn about 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 learn about the intrigue around the number pi and its applications. 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 are shown where in the world the maths they are taught fits in and how it is useful. This improves their understanding and rationale of why it is taught. 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

In science we encourage pupils to ask questions about the natural and physical world we live in. This will include focusing on alternative energy and ways we can reduce our carbon footprint and reduce the amount of plastic in the world's oceans. Pupils are taught to recognise scientific evidence can be used to explore social issues, then to ask questions on how science has developed over time and how discoveries and ideas affect the way people think, feel, create, behave and live. Pupils also reflect upon their actions and how we treat the environment to develop future scientists who will change our planet for the better.

RE

Pupils will listen to and respect each other's views and opinions. Pupils will discuss whether they believe in miracles and how this belief may affect people's lives. They will consider the history of gender inequality and how this has presented itself within the Church. Pupils will consider how money could be spent elsewhere for the benefit of society and its problems of suffering and poverty.

Pupils will consider whether openly expressing your religious beliefs matters in the modern world. A comparison of different religious practices will be discussed and explored throughout their learning. 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 will get the opportunity to perform, compose and reflect in their music lessons through different topics. Pupils will 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.

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 story of Roshomon through storytelling to explore the social struggles in the story. They will get a chance to understand the difference in our world through role play and practical exploration throughout the year, while working collaboratively.

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. There will be a focus on the cultural element of SMSC across the Creative Arts, through the introduction of multiple artists and designers 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 within 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 learn to seek and convey information about themselves and their place in their immediate community (home) and in the wider community (school and town) so that they can talk about the importance of social interaction and a sense of belonging with friends and family. Spiritually, the teacher may choose to use a text about a Muslim family in France or about a family's participation in a national festival to teach an aspect of syntax, grammar or a set of new lexical items. Socially, pupils will 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. Morally pupils learn that rules are important and must be adhered to and rigorously applied, albeit in the realm of grammar. Culturally, the teacher uses a large amount of authentic resources in the delivery of MFL lessons so that children are exposed to the global Francophone culture. Furthermore, in each lesson there will be a focus on one KASE competency – KASE stands for knowledge, attributes, skills and experiences and our aim is to ensure that our learners develop and apply these for successful learning, living and working. Pupils will use KASE in familiar, unfamiliar or challenging activities and tasks both in and out of the MFL classroom.

Computing

The computing curriculum focuses on teaching pupils about technology, how it works and how to use technology and computers to solve problems. We live in a digital age, and so much of our culture now takes place on electronic devices. Through projects linked to digital literacy, we aim to enhance pupils' cultural enrichment. Pupils develop a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Pupils will develop a greater awareness about risk online, and our moral responsibilities to conduct ourselves in a way which is responsible and moral through technology. Our curriculum also develops 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 become engaged and enthused about different countries around the world. They will explore the need to respect cultural diversity now and in the future. Pupils will show empathy with people involved in an earthquake and consider the resilience of different groups of people living in these danger zones. They will work collaboratively to investigate UK geography through the study of river environments and consider the difficulties in

protecting everyone's homes along a river. Geography provides an opportunity for pupils to be literate about world issues and become global champions.

History

In the first term, pupils question why history is important and begin to gain an understanding of the skills required for historical investigation and how it relates to the real world. Next, pupils experience ancient Rome, the study of a theme in British history that consolidates and extends pupils' chronological knowledge from before 1066. Pupils become reflective of the influences which have shaped our understanding of the world and understand the responsibilities of individuals and governments through learning about medieval life in the Spring Term. Pupils will engage with democratic processes and other forms of government in the Summer Term, learning about the development of Church, State and Society in Britain during the Tudor era. Pupils empathise with people from the past and discuss how people were treated and if this would be seen as acceptable nowadays, allowing pupils to become self-aware. History offers a variety of learning experiences for pupils that will enable them to become responsible and resilient learners who are able to collaborate and self-direct, in order to solve problems both past and present.

Learning for Life

Our aim is to help all our pupils to be positive, successful, happy, healthy, and safe in their future, whatever that might be. We want them to be able to recognise what is right and wrong, the consequences of their actions and recognise legal boundaries. Pupils are always encouraged to reflect upon their own lives and to be considerate of the feelings of others through the topics of Health and Wellbeing, the Wider World and Relationships and Sex Education. Pupils learn about strategies to help them with most aspects of their lives including self-worth, identity, self-esteem, and social media. Pupils learn about many types of relationships and how to keep safe. Pupils are encouraged to think about the value of their education and the possible routes for education after the age of 16 and 18. The world of work is also a key feature of Year 7 Learning for Life.

Year 8

English

Pupils in Year 8 begin the year by looking at The Fall of Icarus. This gives students the opportunity to look at a range of sources based on the mythical story, pupils are encouraged to consider the moral aspects of what took place and are provided with the chances to discuss what they would have learned in the case of Icarus. Pupils then study a short story, Tell Tale Heart, and the Gothic Horror genre, considering the impact it can have on others. Next pupils are encouraged to make critical comparisons across texts, such as poems and

other relevant materials, linked to poetry and the context in which the poetry was written. Pupils then take the opportunity to develop their knowledge from Year 7 when they write to argue. Here the pupils are encouraged to research and voice their opinions on the right to vote at 16. To conclude their Year 8 studies, pupils analyse pre 1914 literature and consider the impact of the author's intent, especially in a modern context.

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 are shown where in the world the maths they are taught fits in and how it is useful. This improves their understanding and rationale of why it is taught. The pupils also develop their own social and oracy skills in maths lessons as a large proportion of the lessons require collaborative learning or team work.

Science

In science we focus on all aspects of biology, chemistry and physics. This includes exploring diet and the affect that poor nutrition has on the body, and how exercise can aid health. Pupils will explore relationships between family members and are encouraged to ask why do we look the way we do? 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 some ideas were accepted, and others were not. Pupils are encouraged to ask questions about the natural, material and physical world in science and to challenge how we treat the planet and local environment to develop future scientists who will change our planet for the better.

RE

Pupils will be involved in a discussion into how stereotypes can influence people's understanding of religions and the self-esteem of individuals following religious teachings. They will question whether it is ever morally acceptable to label people because of their religious choices. Pupils will compare the differences and similarities of different cultures and religions and consider what the different religions could learn from each other. They will also consider big questions, for example, how can people deal with challenging times in their lives? Can the actions of one person change the world? 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 Reggae music and music for games 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 explore key artists for each topic and listen to a range of musical examples to support this.

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 Commedia Dell' Arte in drama in order to get an understanding of gestures and cultural exploration within the subject. Pupils will get opportunities to devise their own pieces in line with topics such as the Suffragettes.

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. They will transform this classic story in to a modern day piece; bringing in key issues in today's society.

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. Spiritually, all of our schemes of work are designed to allow pupils to show progression to enhance self worth, gradually building on skills 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 learning resources give our pupils an opportunity to consider the needs and experiences of people of other cultures and reflect upon their own response to this. Their increasingly competent 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 the lives of our pupils and their understanding of the world around them. Furthermore, in each lesson there will be a focus on one KASE competency and our aim is to ensure that our learners develop and apply these for successful learning, living and working. Pupils will use these KASE in familiar, unfamiliar or challenging activities and tasks both in and out of the MFL classroom.

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 socio-economic 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 of reliance on such technology.

Geography

Pupils develop empathy through studying life in a slum and they will engage with the social consequences of altering the culture of a slum. Pupils will empathise with communities hit by tropical storms and consider the resilience of different groups of people living in the affected areas. Pupils will experience the diversity of different climatic areas through the study of 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 shopping for global products. Geography provides students with the opportunity to become experts who are fluent when discussing global issues and allows students to become self-aware of their own impact on the planet.

History

In the first term, pupils recap prior skills by completing an investigation into the skeletons in the field. Through a study of the English civil war, pupils glimpse the impact of revolution and reform in Britain. Next, looking at the British Empire and the horrors of slavery, pupils understand ideals of political power, industry and empire. Pupils are encouraged to examine other cultures and values, purposefully analysing the difference between the social acceptabilities of the past and what society looks like today. Studying diversity through looking at the past gives pupils the opportunity to empathise with others and reflect upon modern day challenges to equality. In the Spring Term, pupils learn of the industrial revolution, how it began in Britain, they will understand and discuss how children were seen and treated differently in the past. Pupils are provided with opportunities to challenge discrimination and persecution, in the Summer Term, through the study of the suffragette movement and understanding the significance the World Wars. History offers a variety of learning experiences for pupils in Year 8 to build on their ability to work collaboratively, enabling pupils to become reflective learners. Pupils will also enhance their communicative skills through studying topics that enthuse them to debate and problem-solve.

Learning for Life

Pupils in Year 8 build upon the learning for life skills developed and nurtured in Year 7. They are offered many opportunities to enhance their resilience, determination and self-confidence further. Listening to others, showing respect and offering opinions are key features of this subject. The skills of empathy and acceptance of others, no matter who they are, is developed throughout the year. Pupils are continually encouraged to reflect upon their actions and behaviour and make changes where necessary. They are also encouraged to share their feelings. In the Autumn Term pupils focus upon their physical and mental health and wellbeing; they are given strategies to help them deal with the challenges that life might throw at them. Within this study, pupils look at the possible impact of the media on themselves and their identity, and the impact of legal and illegal drugs. In the Spring Term, pupils focus upon the Wider World when they consider their futures in terms of education and the world of work. Within this section, pupils consider money and finance. The final part of the programme is devoted to Relationship and Sex Education where pupils are equipped with the knowledge and strategies to keep themselves safe. Pupils are exposed to the risks within these topics and corresponding laws. Pupils also receive the relevant information on where to go for help should they need it.