

SMSC across the curriculum at Broadgreen International School



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Introduction

This guide has three functions:

- 1) Audit
- 2) Training and guidance
- 3) Evidence

It will act as an audit of how we are embedding SMSC into the curriculum at Broadgreen International School. The process of compiling this guide has provided an audit of our provision. In subsequent years, this guide will act as an audit tool to ensure that we are maintaining these standards.

The guide will also act as a training and guidance document. It will assist staff who require guidance as to how they can embed SMSC into their lessons/Curriculum area. This guide will also assist with the completion of department SEF and Schemes of Work. This is a “live” document and should be frequently updated with examples of good practice.

SMSC at Broadgreen International School

SMSC is an extremely important part of the curriculum at Broadgreen International School. It is thoroughly embedded into the teaching and learning of all curriculum areas at the school.

The purpose of **spiritual** development is to encourage students to develop personal values and beliefs, an ability to reflect, a mature ability to communicate their beliefs, an understanding of the positive role of faith and religion and tolerance of other people.

The purpose of **moral** development is to encourage students to develop knowledge and understanding of the concept of right and wrong within our society. Students should demonstrate a clear understanding of the difference between right and wrong, respect for people and property, an understanding of how their actions impact on others and positive behaviour in all areas of their lives.

The purpose of **social** development is to encourage students to develop the positive personal qualities essential for living in modern Britain. The school helps students to develop these skills by consistent adherence to the school behaviour policy, providing opportunities to participate in the school council, providing opportunities to take in part in extracurricular opportunities and school trips and a caring pastoral system.

The purpose of **cultural** development is to encourage students to develop an appreciation of the wide range of cultures that make up out hugely inclusive and diverse school. The school encourages students to develop and understanding of the shared and unique cultures within the school. This is thoroughly within the context of our multicultural city and country.

Subject	How BGIS promotes spiritual development	How BGIS promotes moral development	How BGIS promotes social development	How BGIS promotes cultural development
Art, Craft & Design	Art, Craft & Design curriculum encourages pupils to express and communicate their ideas, meanings and feelings through investigating the visual, tactile and other sensory qualities of their own and others work. We encourage pupils to work more independently to	Through critical investigation of a wide range of work of artists from different contexts our students get the opportunity to discuss and debate moral questions that may arise. At KS3 pupils learn about the laws in relation to Graffiti Art and they make reasoned judgements whether or not they think it is form of vandalism or art?	Students discuss and research a range of artists and artwork, encouraging and developing communication skills. Pupils produce artwork for the school community such as to paint picnic tables with creative designs in the school yard or to create installations for the armistice remembrance service.	Students are encouraged to appreciate that all cultures have expression, purpose and artistic worth. In KS3 pupils explore the work of indigenous people and produce an African mask. They explore their own cultural identity in the work on Self-image. At KS5 pupils have to make a presentation in which they compare 2 artists' artworks from different cultural and historical backgrounds.

	<p>enable them to develop their ideas and intentions towards making a final outcome.</p> <p>At KS3 pupils explore the spiritual connections Kandinsky's artwork makes with colour.</p>	<p>In KS5 students explore the figurative art and how the body is represented by artists.</p>	<p>Pupils at KS4 Btec Art & design present their ideas to design briefs and have to present their ideas in a form, which is appropriate to a hypothetical client. In photography pupils take photo-shoots in small groups and learn how to co-operate with others.</p> <p>In year 9 pupils enter local competitions such as Dot-Art school competition and artwork is displayed in a public exhibition.</p> <p>In Art & Design photography pupils have made their own websites to record their work in an appropriate manner.</p> <p>At KS5 pupils develop a body of work to form a final exhibition.</p>	

<p>Business & Enterprise</p>	<p>Spiritual development within Business Studies involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws.</p> <p>Students are encouraged to express their own opinion and explore different examples.</p> <p>Students also explore their own feelings and meaning and reflect upon topics such as ethics.</p> <p>Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's</p>	<p>Moral development within Business Studies involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices.</p> <p>They will do this through the use of observations, gathering of information and studying given case studies to support this. Students are given the opportunity to consider a variety of information relating to real life business scenarios in order to make valid judgements.</p> <p>Students spend time during the course considering the impact of a businesses action upon society and the local community in which they operate. For example, students consider the political, social,</p>	<p>Business students are encouraged to develop their ability to work with others.</p> <p>They will develop their team working skills through frequent collaboration with peers.</p> <p>Students are given frequent opportunities to develop leadership skills</p> <p>Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work.</p>	<p>Cultural development within Business Studies involves students being given the chance to see how the functions of a business operate.</p> <p>Students look at the changes within society and how they may impact on businesses. In year 13 students look at the topic of international business and how this impacts upon business trade.</p> <p>Students are encouraged to explore the wealth of different countries and how developed they are. Students also have the opportunity to look at how organisations work by visiting businesses. Students benefit from visits to school by business people, to enhance their knowledge and skills.</p>
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	<p>empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.</p>	<p>environmental and technological issues arising as a result of a business decision. Students also draw upon their own knowledge to distinguish between what is right and wrong.</p>		
<p>Compliant Materials</p>	<p>Spiritual development is encouraged in compliant materials as pupils are given the opportunity to explore different races and cultures. This can be in both food technology lessons and textiles lessons.</p> <p>Pupils are encouraged to express their opinions and the opinions of others.</p>	<p>Moral development is encouraged through evaluating different cultures and how this has an impact on their diets and textiles used.</p> <p>Fair trade is discussed and expressed throughout all key stages to show the importance of morals.</p> <p>Ks4/5 pupils are encouraged to research the effects of energy waste and how this impact on the environment and the people who may suffer as a result of this.</p>	<p>Lessons are delivered to allow pupils to work both independently and in groups/pairs to develop social skills.</p> <p>Pupils are asked to evaluate each other's work, during both practical lessons and theory lessons, and give feedback.</p> <p>Pupils written responses/practical outcomes are used as examples to promote expected standards.</p>	<p>Pupils explore different cultures in both food and textiles. Looking at how different dishes are influenced by different cultures and how they have developed over the years and are now easily accessible in the UK.</p> <p>Textiles materials/fabrics are often used to express moods/themes and often Indian/Chinese fabrics are used to demonstrate how fabric manipulation has been used.</p>

<p>Computer Science</p>	<p>Spiritual development within IT and Computing involves students being encouraged to explore sexism and discrimination within IT and Programming industries.</p> <p>Students are encouraged to encourage to express their opinions and beliefs considerably during lessons.</p>	<p>Moral development is encouraged during programming where morals/ ethics are essential.</p> <p>KS4 and 5 syllabuses promote moral development through discussion of the impact of IT on local, national and global scales as reported daily.</p>	<p>Computer science students are encouraged to develop their ability to work with others. This may take the form of; peer assessment, group work, paired programming project collaboration.</p> <p>Some students are encouraged develop and exercise leadership skills by managing and running their own computer club.</p> <p>ITGS students are required to contact and work with 'Live clients' developing a personalised solution within a timeframe.</p>	<p>Cultural development within Computer Science involves students being given the chance to see how the functions of a business operate.</p> <p>In year 13 students taking Information Technology in the Global Society look at how technology and the associated impacts on Society/Business/Law/Health/Leisure and Entertainment.</p> <p>These topics are also discussed by each group regularly viewing technology news and participating in the discussion of the impacts on local, national and global scales</p> <p>KS4 and 5 syllabuses promote cultural development through communication with interaction from IT professionals and organisations.</p>
<p>Design Technology:</p>	<p>Manufacturing is an international process, outsourced globally by</p>	<p>With designers playing an ever-increasing part in the production of products</p>	<p>In a rapidly changing technological society, Design Technology equips students with</p>	<p>People's beliefs, what they consider to be right and wrong are central to the designer. Design Technology aims to give</p>

<p>Resistant Materials</p>	<p>large companies striving to reduce costs. Design Technology provides students with the opportunity to investigate the way in which products are produced, where they are produced and why they are produced and is it fair and just.</p> <p>The values and beliefs of the consumer have become far more accessible with the introduction of social media. The ability of consumers to promote their beliefs and values to the manufacturer has become of great interest to companies. Design Technology explores how designers and manufacturers are adapting their</p>	<p>and services, it is important that they consider their responsibilities in relation to the consumer they design for.</p> <p>Design Technology provides the opportunities for students to explore the moral implications of their design ideas and the impact on a diverse and complex consumer group.</p> <p>Design Technology informs students of the basic right of consumers to purchase products and services that are fit for purpose and safe to use. They consider the role of the employer and investigate their responsibilities and duty of care to employee.</p> <p>Design technology also looks out how materials are sourced, if it's</p>	<p>the knowledge, understanding and confidence to challenge industrial norms in the way we extract, process, use and dispose of everyday materials, products and services.</p> <p>Design Technology encourages students to think creatively in order to solve wide ranging social issues through the development of products, processes and systems that aim to enhance the quality of people's everyday lives and wellbeing.</p> <p><u>Key areas of study:</u></p> <ul style="list-style-type: none"> ➤ Inclusive Design ➤ Ergonomics & Anthropometrics ➤ Sustainable Design 	<p>students the courage to think creatively about how they design products, systems and processes to meet the wants, needs and rights of an increasingly diverse and informed consumer.</p> <p>Design Technology explores the ethical responsibilities of manufacturers and designers. It enables students to take responsibility of their own ideas and products; challenging them to cater for the needs of many across a broad culture base.</p> <p>It also looks at the differences in cultures and how different cultures and countries use developments in technology.</p> <p><u>Key areas of study:</u></p> <ul style="list-style-type: none"> ➤ Inclusive Design ➤ Culturally Acceptable Design ➤ Environmental Impact ➤ New Technological developments.
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	<p>methods and strategies to provide products that meet consumer wants and needs.</p> <p><u>Key areas of study:</u></p> <ul style="list-style-type: none"> ➤ Inclusive Design ➤ Fair Trade ➤ Culturally Acceptable Design ➤ Production Methods 	<p>sustainable and the implications this has on the environment and the communities where material is sourced.</p> <p><u>Key areas of study:</u></p> <ul style="list-style-type: none"> ➤ Health & safety ➤ Intellectual property ➤ Directives and British Standards ➤ Ethical Production Methods ➤ Environmental Impact 	<ul style="list-style-type: none"> ➤ Product Life Cycle ➤ Human Factors 	
Drama	<p>Spiritual development within Drama involves students being encouraged to explore sensitive issues through discussion and practical improvisation.</p> <p>Students are encouraged to form</p>	<p>At KS3 we explore age appropriate moral issues such as bullying, acts of right and wrong (such as the murder of King Duncan in Macbeth)</p> <p>At KS4 we explore more complex moral issues such as addiction or violence, using positive role models</p>	<p>Group work is at the core of every unit of work which develops strong team work skills and the ability to listen to ideas from other people as well as put forward their own ideas. Regular performance work builds confidence and</p>	<p>At KS3 pupils study theatre from a range of historical and cultural contexts e.g. Commedia d'ell Arte.</p> <p>At KS4 students must explore the social, cultural and historical context of the play e.g. the social deprivation and class divide in Thatcher's Britain in 1980's Liverpool.</p> <p>At KS5 students study theatrical styles and practitioners from around the globe</p>

	<p>their own views on a wide range of topics and also to respect the views of their peers. They are encouraged to express their views through practical exploration in the form of improvised work.</p> <p>Students have a high level of autonomy in the way they respond to stimuli and they are encouraged to reflect on the success and ethical value of the end product.</p>	<p>as stimuli such as Katie Piper’s positive outlook following her abusive attack. Students must research the stimuli which deepens their understanding of a range of moral issues.</p> <p>.</p>	<p>develops their speaking and listening skills. Being an audience for others encourages them to be respectful and supportive of their peers.</p>	<p>such as Japanese Noh Theatre and Kathakale theatre.</p>
English	<p>The IB English Language and Literature course delivered to years 12 and 13 has been specifically crafted to support students in considering SMSC values that are appropriate to their</p>	<p>The moral development of pupils is embedded into the English curriculum across key stages. Within Key Stage 3 we explore the ideas of morals through story-telling and exploring the news/media and current events in Year 7. In Year 8 pupils take</p>	<p>The social development of pupils is strongly promoted across the English curriculum. Within English we teach pupils to have positive oracy skills, giving them the ability to speak with fluency, confidence and meaning. Oracy skills</p>	<p>Fundamentally the course seeks to respond to the questions that it is natural that a student at this age may have about themselves and the world around them and, whilst providing the knowledge and skills for success in assessments and examinations, to foster a safe space for the investigation and discussion of</p>

	<p>age and phase of development.</p> <p>Through our studies of Language we consider language and community; language and identity; political rhetoric; advertising bias; visual literacy; stereotyping and various other topics that facilitate students' abilities to better interpret the world around them. Embedded in the course is an understanding of how language is powerful in creating a sense of identity and in making connections with others.</p> <p>Learning takes a blended approach to revealing cultural insights through a study of different text</p>	<p>part in Let's Think which presents them with an array of moral dilemmas which are explored through class discussion. In Key Stage 4, through the study of GCSE texts such as Macbeth, An Inspector Calls, Dr Jekyll and Mr Hyde and Animal Farm, pupils explore moral issues which include, crime, the duality of humans, responsibility, equality, justice, fairness, tolerance and respect. In the English department we approach all texts through a moral lens and aim to draw out the moral message in the texts as an SMSC teaching tool. Pupils engage well in these discussions and respond well to being faced with challenging subject matter which stretches their thinking skills and encourages them to delve</p>	<p>also develop pupil's listening skills allowing pupils to listen and respond to others in a thoughtful and productive way. These skills are developed in KS3 throughout lessons embedded within our curriculum as well as our Let's Think oracy lessons which promotes speaking and listening skills and allows students to take part in group discuss where they are expected to respect others opinions as well as express and share their own thoughts and feelings. In KS4 pupils take part in the Speaking and Listening qualification where these skills are sharpened. The idea behind this is to prepare pupils for the employment were social skills such as</p>	<p>these. Student enjoyment and engagement with the course seems to be high as a result of these curriculum goals which are mindful of taking both a constructively aligned approach to examinations whilst remaining a valid and meaningful experience for students.</p> <p>Pupils in Year 8 study poetry from around the world in a celebration of all cultures. As the scope of KS4 GCSE poetry is quite culturally narrow, KS3 poetry curriculum is a celebration of world poetry. Pupils are able to study poems from different countries and from a rainbow of cultures. This is further explored through our travel writing scheme of work which takes pupils on a literary journey across the globe and through time. Pupils can study Michael Palin's journey through India and even 19th Century diary entries from South America. Pupils are encouraged to explore the world through reading and they engage well with this.</p>
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	<p>types, for example a study of apartheid through poetry; the origins of Afrikaans language; the political speeches of Nelson Mandela; journalism and historical texts.</p> <p>Through literature studies students encounter texts from Colombia, French Algeria and post-war Britain. These studies are a 'Texts in Context' experience which focuses on revealing the texts through their socio-historic; geo-political; philosophical; temporal and biographical contexts. Students encounter the texts on a personal and in-depth level gaining a meaningful understanding, not</p>	<p>deeper into complex issues.</p>	<p>speaking with clarity, confidence and purpose and responding to important questions is vital.</p> <p>Pupils are also exposed to a number of extra-curricular opportunities designed to promote their social development such as summer school opportunities, English club and English breakfast.</p>	
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	<p>just of these texts, but of a methodology for approaching the research of a text and its context.</p> <p>Students also encounter challenging themes and metaphysical concepts through the works: death and mortality; loss and grief; prejudice and discrimination; gender issues; ethnicity and heritage; love and relationships; mental health and morality.</p>			
Geography	<p>In geography students are encouraged to investigate issues of discrimination through topics that include gender bias and issues that affect women and children</p>	<p>Geography includes many discussions on moral issues and students at all levels are required to make their own judgements and arguments.</p> <p>Students across the keys stages use case studies to</p>	<p>In geography students frequently work in pairs, small groups or engage in group discussion. They are encouraged to challenge arguments in an appropriate and constructive manner.</p>	<p>Geographers at Broadgreen International School investigate many aspects of culture at different scales from local to global.</p> <p>They develop an awareness as to how different cultures can be and how we have to develop a sense of awareness and openness to other cultures.</p>

	<p>on a national and global scale.</p> <p>Students are encouraged to express their own opinion and explore different examples.</p> <p>Students also explore their own feelings when they are faced with new issues and geographical dilemmas.</p> <p>Students are encouraged to explore contemporary concepts and issues that impact people of different gender, race and age across the globe. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims,</p>	<p>develop their awareness of local, national and global issues. They investigate the impact that human, physical and environmental geography can have on people, places and environments.</p> <p>Students investigate issues that relate to communities, how they function and how change be it positive or negative can have a serious impact on people and places. They develop the ability to present arguments for or against and justify their views.</p>	<p>During fieldwork activities students work in small groups to collect data and realise the importance of developing social skills and reliability so they can work effectively.</p>	<p>Students explore how geographical conditions, circumstances and events can impact on different cultures globally.</p> <p>Students develop an understanding of the idea that wealth, gender equality and levels of development vary globally and are regarding differently between different cultures and understand how these differences can lead to conflict at varying scales.</p>
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	values, principles and beliefs.			
Health & Social Care/Child Development	<p>Spiritual education in HSC & CD involves students having the opportunity to consider and discuss questions relating to all aspects of their own development and the development of those they may care for in the future. Students are encouraged to apply their own beliefs to a range of psychological and sociological issues and debates. They are encouraged to hear other students' opinions to develop a range of balanced view points through assessed discursive activities.</p>	<p>Moral education in HSC & CD involves students discussing values, attitudes and beliefs relating to a range of ethical and social issues. Students develop an understanding of concepts related to equality, diversity and rights in health and social care and are able to gain knowledge of discriminatory practice and means of combatting this. They will also develop an understanding of national initiatives that promote anti-discriminatory practice in HSC & CD settings. Moral education spans across many areas of study in HSC & CD with</p>	<p>Social education in HSC & CD involves students being encouraged to consider the values, attitudes and roles of people that occur in different societies and cultures. They will learn to respect and understand the differences in human needs that occur in these cultures and societies. Throughout HSC & CD students are led to work in different groupings, encouraging students to accept one another and learn to work alongside each another as a team. For example: Students develop an understanding of</p>	<p>Cultural education in HSC & CD involves students studying patients' needs across different cultures. Students will develop their understanding of and respect for the different needs people have and the effect it may have on their health and wellbeing. This is enveloped across many units and such differences are considered when evaluating HSC & CD provisions. For example: Students in HSC & CD are taught that different people hold different views about right and wrong but should always comply with the fundamental British law of this country, particularly when studying relevant HSC & CD legislation and codes of practice. Students are encouraged to develop mutual respect and tolerance of those with different faiths and beliefs.</p>

	<p>Lessons are developed to allow opportunities for students to be creative and resilient and allow for development and reflection of their progress, supported by teacher feedback.</p>	<p>ethical issues being discussed and applied in particular to a Health Promotion Campaign which is delivered to Key Stage 3 students. For example: They will also develop an understanding of national initiatives that promote anti-discriminatory practice in health and social care settings. Students understand the principles underpinning health education and related models of behaviour change.</p>	<p>concepts related to equality, diversity and rights in HSC & CD and are able to gain knowledge of discriminatory practice and means of combatting this.</p>	
<p>History</p>	<p>Spiritual development in History involves pupils exploring issues surrounding discrimination, racism and prejudice.</p> <p>At KS3 pupils study the Reformation, its causes, events and effects. This allows</p>	<p>Pupils are able to explore issues and develop ideas surrounding morals and morality at each level of study at Broadgreen.</p> <p>Key Stage 3 students will study various areas of conflict during the medieval period, for example WWI. Discussions</p>	<p>In history lessons pupils are encouraged to be collaborative, respectful and supportive towards other pupils.</p> <p>Opportunities for group/team work are embedded in schemes of learning for all year groups to encourage</p>	<p>Cultural development in history gives pupils the opportunity to study and understand various societies from various periods throughout history.</p> <p>KS3 pupils have the opportunity to study some of the cultures that made up the British Empire in the 17/18/19th centuries. Pupils also study some of the various commonwealth/empire soldiers that fought with Britain during WWI.</p>

	<p>pupils to become familiar with religious change in the early modern period.</p> <p>Pupils are encouraged to think deeply about events throughout history from a spiritual perspective – for example by carrying out empathy exercises or thinking about things from other people’s point of view.</p>	<p>are encouraged around the morality of war and its place in the history of Britain.</p> <p>Pupils will also talk about acts of remembrance, in relation to both WWI and the Holocaust and discuss why they are important.</p> <p>At KS4 pupils will study the morality of certain medical developments as part of study for GCSE paper 1.</p>	<p>pupils to take a collaborative approach to their work</p> <p>Pupils are given the opportunity to develop their leadership skills at various points during their time studying history.</p>	<p>KS4 pupils study cultural change during the reign of Elizabeth I, which focuses on Britain’s ‘Golden Age’ of culture as part of their studies for GCSE Paper 2.</p>
Mathematics	<p>Spiritual development is encouraged in mathematics as pupils are often given the opportunity to explore different cultures, e.g. different number systems, Chinese multiplication etc. Also, the department adopt a country each year e.g. Japan, so when on the</p>	<p>Moral development is encouraged through all mathematics lessons. Through collaborative learning pupils are given opportunities to work in pairs or groups which encourages team work and mutual respect.</p>	<p>Pupils’ have the opportunity to develop their own social skills through mathematics. This can be through group discussions or working in pairs or teams. Respect and tolerance of others is encouraged in every lesson, as every answer given is treated as equal value.</p>	<p>Maths is considered a universal language. Maths problems often include multicultural names. Pupils learn about foreign exchange rates and how to convert between different currencies. Pupils learn about metric to imperial conversions, e.g. other European countries use kilometres we use miles. When teaching symmetry, examples of flags and religious icons are often used.</p>

	<p>maths corridor the pupils have an opportunity to gain a taste of another culture via the displays.</p> <p>In addition, pupils are encouraged to express their opinions and value the opinions of others.</p>			
MFL	<p>Throughout the Key Stages pupils are encouraged to research different cultures and religious beliefs and to try and embrace as many of these as possible.</p> <p>The ethos in the MFL classrooms allows students to feel safe in sharing their thoughts and feelings with others, as they are encouraged to reflect and debate.</p>	<p>Pupils especially at Key stage consider the judicial systems in France and Spain and also debate the question of euthanasia.</p> <p>At Key stage 4 we consider the environment and the part we play in our environment and protecting it.</p> <p>Pupils are encouraged to respond to moral dilemmas and to justify such responses.</p>	<p>Pupils are expected to take responsibility for themselves and the environment around them.</p> <p>Across a Social skills are encouraged through group work, practical work, strategic seating plans, discussion and debate and effective use of peer assessment</p> <p>Across all Key Stages, social and linguistic skills are encouraged</p>	<p>In every lesson we engage with the cultural differences and or similarities of those in French And Spanish speaking countries.</p> <p>We appreciate the diversity through linguistic and literary means as well as for example exploring national customs, national dishes, songs and traditions.</p> <p>Through translation, we appreciate the cultural references in Literary and non-literary texts.</p> <p>We explore the difference in the education Systems and Health Systems and give pupils the chance to note and</p>

		<p>We look at human rights in Year 9 and 10 and consider the less fortunate and the distribution of wealth across the French/Spanish speaking countries.</p>	<p>through group work, strategic seating plans, discussion and debate and effective use of self and peer assessment</p> <p>At Key stage 3, 4 and 5 we look at the impact new technology has on the behaviour of different groups of pupils.</p> <p>We build on resilience in MFL as language learning is a difficult yet rewarding thing to do.</p>	<p>debate the differences. As well as this we choose which system we prefer and why.</p> <p>We give pupils the chance to step into the role of many French/Spanish speaking people through our exploration of role play where they have the ability to express themselves through word and drama.</p> <p>IBCP pupils have the chance to research French/Spanish businesses and see their structures influence and impact on their success. They can take part in language based interviews.</p>
Music	<p>This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing music. Pupils are encouraged to express their feelings verbally to improve their levels of</p>	<p>Pupils are encouraged to engage in critical discussions of musical performances. These can be from their peers or from professional musicians. Where there is a specific culture of social reference that is explicit in the work examined we encourage pupils to reflect upon this. We</p>	<p>Students regularly collaborate in many tasks in the departments SOL across the key stages. We encourage the skills of independence, resilience and time management. Group tasks help students build a sense of unity when leads to them</p>	<p>The resources and musical examples used in all key stages encourage and respect a deep appreciation for cultures around the world. Also we look at how different cultures have contributed to the development of our current popular musical styles.</p> <p>Pupils are encouraged to compose their own music and to incorporate different musical influences in their own work. We</p>

	<p>articulacy. The school promotes a supportive environment with mutual respect when listening. Pupils have the opportunity to listen to, and participate in performances in school and in the wider community.</p>	<p>present a fair and supportive environment for pupils to perform and objectively evaluate their own work.</p>	<p>addressing their individual abilities. Students are always asked to emphasise with others. Through our programme of extra-curricular activities students are encouraged to choose suitable repertoires and self-manage.</p>	<p>use a wide variety of instruments from around the world.</p>
<p>Physical Education</p>	<p>Spiritual development within PE involves students being taught about influences on sporting participation such as ethnicity and religion.</p> <p>Students are encouraged to express their own opinion and explore different sporting examples.</p> <p>Students are encouraged to explore these concepts and</p>	<p>Moral development within PE involves students being required to evaluate, comment upon and discuss various moral issues relating to sport.</p> <p>They will do this through studying commercialisation and understanding the difference between sportsmanship, gamesmanship and deviance.</p>	<p>It is essential that PE students are develop their ability to work with others through both individual sport and team sports. Pupils are also expected to coach and give feedback to peers and need to develop good communication skills in order to give feedback to others in the correct manner..</p> <p>They will develop their team working skills</p>	<p>Pupils experience a wide variety of sports from all over the world giving the pupils as much opportunity as possible to introduce them to sports from different cultures. Staff discuss the sporting origin of each sport with their class and discuss relevant results (world cups, top ranked athletes etc).</p> <p>Pupils in PE are tolerant of other faiths and believe through pupil's different dress code when participating in sport dependent on their belief / faith. Pupils who fast as part of their faith are given different roles within PE (official) to</p>

	<p>look at the positive and negative effects sport can have for the athletes. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.</p>	<p>Student are taught the rules of different sports and are expected to apply these in different situations within a competitive environment. Pupils are expected to develop good levels of sportsmanship.</p>	<p>through frequent collaboration with peers.</p> <p>Students are given frequent opportunities to develop leadership skills. Leaders re given different roles throughout the curriculum such as leading warm ups. Coaching pupils to develop ability, managing teams and officiating.</p>	<p>accommodate their lack of energy during this time.</p> <p>Pupils have the opportunity through PE to attend other countries via football trips and watersports trips.</p>
<p>Religious Studies</p>	<p>Spiritual development is a key element of religious studies. Student are encouraged to consider and respond to a range of deep and meaningful questions relating to the existence of God, life</p>	<p>Moral development is developed through the explicit study of ethics and ethical guidelines offered by the different world religions, and of moral principles such as utilitarianism. The study of Human Rights also fosters moral</p>	<p>Social development is promoted through the course of study, as students are encouraged to think about what it means to be human, and to live in families, societies, religious communities and the global</p>	<p>Students study religions from around the world, looking at their origins and the cultural aspect of this. They look at varied religious practices, which are embedded into the cultures of the world. Students are encouraged to celebrate and learn from diversity and to step into the shoes of people from different cultures, religions and social positions.</p>

	<p>after death, the purpose of human life. They also find out about a range of religious responses to such ultimate questions. Students learn about the beliefs and practices of the major world religions, and are encouraged to consider what it means to be religious and to lead a religious life. Students have the opportunity to engage in a range of experiences including music and stilling exercises. Students are encouraged to learn about and from the world religions. The ethos in the classroom allows for students to feel safe in sharing their thoughts and feelings</p>	<p>development as students consider the treatment of people from different countries, races, religions and issues of gender equality. Students also consider the responsibilities that all humans have in relation to human rights. Studying peace and conflict, considering the causes and consequences of war and the Just War Theory encourages moral deliberation. Students consider the distribution of wealth on a global scale and the importance of human dignity. Freedom of expression, censorship and extremism are revisited regularly throughout the course of study. Students are encouraged to respond to moral dilemmas and to justify such responses.</p>	<p>community. The rights and responsibilities of humans is key to many areas of study. Students study different societies and are encouraged to learn from them as well. Social development is also encouraged through a range of teaching methods including working in groups, being the teacher, presenting findings to the group, finding information from others, speaking and listening.</p>	
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	<p>with others, as they are encouraged to reflect on their own beliefs.</p> <p>Some students have been supported with their spiritual development outside of the classroom in after school discussions.</p>			
Science	<p>Students are encouraged to look for meaning and purpose in natural and physical phenomena. For example, there are discussions in lessons about what is special about life and the way organisms are designed, an awareness of the scale of living things from the smallest micro-organism to the largest and the interdependence of all</p>	<p>Through the science curriculum, pupils will develop the skills needed to become increasingly curious about the world. Alongside this curiosity will come the development of open mindedness to the suggestions of others and new scientific developments, which may give rise to moral dilemmas?</p> <p>Topics where pupils will develop these skills include organ transplants</p>	<p>Pupils look at how society has changed through the development of modern materials and technology such as mobile phones, allotropes of carbon and nanoscience. They consider the benefits of scientific developments and the social responsibility that comes with them.</p> <p>They are encouraged to ask questions regarding the safety of mobile</p>	<p>Pupils will look at how scientific discoveries are a part of our culture and other cultures and have involved the work of many great men and woman scientists.</p> <p>Environmental issues are central to science and pupils will discuss how as a culture we have become dependent upon fossil fuels and the environmental problems associated with this.</p> <p>The British health system is discussed indirectly through the treatment of communicable and non-communicable diseases. This is compared to the availability of health care and education</p>

	<p>living things and materials of the Earth.</p> <p>Through studying topics such as variation, genetics and evolution, students are encouraged to ask questions about where life came from. Darwin's theory allows the discussion of science v religion and students will be made aware of the national debate Darwin caused following the publication of his works.</p> <p>Ethical issues play a large part of the science curriculum and students are encouraged to take part in debates on issues such as stem cell research and</p>	<p>and the discovery of new medical treatments such as artificial hearts and stem cells. They will be asked to discuss issues such as whose responsibility the environment is and at what expense we are willing to allow the environment to be polluted.</p> <p>Many lessons outside of these topics will require pupils to appreciate the views of others and give their own reasoned views.</p>	<p>phones, how antibiotics and vaccinations have influenced our society and how antibiotic resistance can be a problem in the future. Social skills are encouraged through group work, practical work, strategic seating plans, discussion and debate and effective use of peer assessment.</p> <p>Pupils are expected to take responsibility for their own and other people's safety.</p>	<p>in other countries and the issues associated with this.</p> <p>In lessons, students are expected to demonstrate acceptance and respect for diversity.</p>
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	<p>treatments, IVF and intensive farming.</p> <p>Pupils are encouraged to reflect on the conflict between science advances and spiritual beliefs.</p>			
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