

FCC SMSC

SMSC	How is this being addressed across the college?			
	ALL	MOST	SOME	POST16
<p>SMSC SPIRITUAL</p> <ul style="list-style-type: none"> S1: Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values S2: Sense of enjoyment and fascination in learning about themselves, others and the world around them S3: Use of imagination and creativity in their learning S4: Willingness to reflect on their experiences 	<p>Covered in Tutor Curriculum, Assemblies and Registration periods – see files</p> <p>ENGLISH S1 ‘Let’s Think...’ provides evidence of reflectiveness on beliefs as do the majority of lessons as questioning is our bedrock. Impact is hard to measure at the moment- prior research suggests that students involved in 2 years’ worth (so current Y10) of Let’s Think will improve their GCSE grades.</p> <p>S2, 3, 4 SoLs and lesson observations.</p> <p>RE Short Course G.C.S.E. in year 9&11 Full Course G.C.S.E in year 9-11</p> <p>S1: All SOLs include the opportunity and expectation that students will reflect on their own beliefs regarding a variety of moral and spiritual issues both verbally and in their written responses. Students are also expected to be able to engage with other perspectives, both from within and beyond the classroom.</p> <p>S2 / S3: Schemes of Learning that promote the above and the emphasis on curiosity/ creative thinking can be found here: W:\R&P</p> <p>S2/ S3: Students have consistently given overwhelmingly positive feedback on their experiences/ enjoyment of the lessons . See Student Voice.</p>	<p>History Kagan seating plans and learning structures. Group work activities Group Presentations Mixed ability groups</p>	<p>Sociology Promotes students Spiritual development and understanding by:</p> <p>Helping students develop self knowledge including an awareness and understanding of their own beliefs, values and emotions.</p> <p>Developing a sense of empathy with others and understanding that human feelings and emotions affect people in different ways.</p> <p>Encouraging students to reflect e.g. through self-evaluation and target setting.</p> <p>Allowing students to express how they feel about a topic, piece of research, contemporary issue.</p> <p>Developing a respect for others beliefs, emotions and feelings.</p> <p>Enabling students to make connections between different aspects of their learning e.g creating synoptic links in order to gain a holistic view of the subject.</p> <p>Encouraging students to develop their own thoughts, ideas and concerns and relate their learning to wider issues in society by asking key questions e.g. Why? How? Where? What?</p> <p>Inspiring students through resources, up to date and relevant case studies and a variety of teaching styles.</p> <p>MFL S1: Learning a foreign language broadens students’ horizons and awareness of other cultures and religions.</p> <p>KS5 tackles issues of immigration, religions, xenophobia.</p>	<p>LAW S1 – AS and A2 Law frequently considers the link between the law and morality. S2 – The law is a reflection of society. Studying law is studying the world around you.</p> <p>ENGLISH Post-16 literature lessons.</p>

			<p>S2 and S4 : Visits abroad help students to engage with different cultures and appreciate the similarities as well with our own culture.</p> <p>S3: Creativity in extended written and spoken work in the target language.</p> <p>ICT S2: Y9 computing – A451 exam – ethics section, also Y10 computing, component 1:10</p> <p>BUSINESS S2: Lots of links to wider economy and world in all business curricula. Students are encouraged to evaluate the inter-connectedness of the world and their place within it.</p> <p>Geography S1- A2 conflict and challenges topic. Students consider the causes of conflict.</p> <p>S2- We learn about the world around us in almost all Geography lessons! Case study lessons enable students to learn about specific places around the world. We study approx. 30 of these over the GCSE/ A-Level course</p> <p>S3- Empathy activities, such as writing a diary entry imagining they live in a favela in Rio de Janeiro</p>	
<p>SMSC MORAL</p> <ul style="list-style-type: none"> M1: Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England M2: Understanding of 	<p>Behavioural Procedures M2 Restorative Justice after incidents Rewards and sanctions Covered in Tutor Curriculum, Assemblies and Registration periods – see files</p> <p>ENGLISH Choice of texts in Y9-11 (Animal Farm, The Merchant of Venice, Macbeth, The Curious Incident of the Dog in the Night-time, A Christmas Carol) all of which deal with moral and ethical issues as well as presenting and exploring how we appreciate the viewpoints of others.</p> <p>Questions with SoL address these issues and likely exam questions are related to the understanding the students have for the writers’ ideas as well as characters and themes related to big ethical or moral issues and dilemmas.</p>		<p>Sociology Promotes students’ Moral Development and understanding by:</p> <p>Developing students’ own decision making skills and encouraging them to think through the consequences of their own actions as well as analysing the decision making and consequences of others actions e.g. individuals and governments.</p> <p>Promoting students’ understanding of basic moral philosophy and skills of analysis, debate, judgment and application of contemporary issues.</p> <p>Highlighting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.</p> <p>Giving students opportunities to explore and develop moral concepts and values - for</p>	<p>P16 Tutor Curriculum Investigate the EU referendum and what that might mean for the UK and which laws it impacts on.</p> <p>Debate about where to commemorate remembrance Sunday.</p> <p>Drugs and Alcohol legislation and consequences covered during tutor sessions.</p> <p>We reviewed the migrant crisis and looked at the moral issues surrounding it</p> <p>Reviewed laws surrounding voting.</p> <p>ICT M1: ICT – KS4 & KS5 - various legislation including Data Protection, Computer Misuse & Copyright are covered within theory topics. We also look at plagiarism and the variable access to broadband.</p>

<p>the consequences of their behaviour and actions</p> <ul style="list-style-type: none"> M3: Interest in investigating and offering reasoned views about moral and ethical issues, and ability to understand and appreciate the viewpoints of others on these issues 	<p>Most texts are set in England.</p> <p>Biology M1 GCSE/GCE – Stem cell research, genetic engineering and uses of human genome</p> <p>Biology M2 GCSE/GCE – Stem cell research, genetic engineering and uses of human genome</p> <p>RE Short Course G.C.S.E. in year 9&11 Full Course G.C.S.E in year 9-11</p> <p>Schemes of Learning all include the opportunity and expectation that students will reflect on their own beliefs regarding a variety of moral and spiritual issues both verbally and in their written responses. Students are also expected to be able to engage with other perspectives, both from within and beyond the classroom on issues as diverse as Abortion - War.</p> <p>Schemes of Learning can be found here: W:\R&P</p>		<p>example fairness and respect.</p> <p>Encouraging respect for others and their views.</p> <p>Encouraging students to take responsibility for their actions e.g. respect for property, care of environment and develop a sense of ownership, including a sense of ownership and respect for the classroom, displays and departmental resources.</p> <p>Challenging students' assumptions, stereotypes and prejudices.</p> <p>Considering the moral and ethical impact of Sociological research on participants and wider society.</p> <p>MFL M2 is met through behaviour expectations in class.</p> <p>M3 : KS5 deals with issues such as poverty, immigrants, racism, youth crime, internet crime and genetic research.</p> <p>These are discussed, researched and different viewpoints are considered. Students are required to give their own opinions whilst weighing up those of others.</p> <p>ICT M1: ICT – KS4 & KS5 - various legislation including Data Protection, Computer Misuse & Copyright are covered within theory topics. We also look at plagiarism and the variable access to broadband.</p> <p>M2: IT students in Years 10-13 cover the content & penalties of the laws listed in M1</p> <p>M3: KS4 IT students cover the issues of illegally downloading & sharing media</p> <p>BUSINESS M3 : Students in all business and economics classes cover business ethics and look at issues from businesses, consumers and wider societal perspectives.</p> <p>Geography M2- Study of climate change and how local actions can help to reduce pollution</p>	<p>M2: IT students in Years 10-13 cover the content & penalties of the laws listed in M1</p> <p>BUSINESS M3 : Students in all business and economics classes cover business ethics and look at issues from businesses, consumers and wider societal perspectives.</p> <p>LAW M1/M2/M3 – Covered throughout AS and A2 Law, especially A2 Criminal Law. Some AS topics such as police powers and sentencing are also very relevant.</p>
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			M3- Students regularly consider viewpoints of others- e.g different opinions on whether a third runway should be built at Heathrow	
<p>SMSC SOCIAL</p> <ul style="list-style-type: none"> SL1: Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds SL2: Willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively SL3: Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and 	<p>Covered in Tutor Curriculum, Assemblies and Registration periods – see files</p> <p>ENGLISH SL1- In-class, group and pair work (LTIE and regular lessons). SL3- choice of texts deal with these issues. Impact is that many of these are discussed in-class and thought about. SL2- probably not dealt with explicitly but in the way we run our classrooms.</p> <p>RE Schemes of Learning can be found here: W:\R&P</p> <p>SL1: Schemes of Learning/ Revision models promote collaboration and working with a variety of students within the class. SL3: Many moral issues such as abortion/ prejudice cover fundamental British values and the current law in Britain regarding these issues. Mutual respect and responsible exploration of sensitive issues is at the heart of the R&P team ethics.</p>		<p>Sociology Encouraging students to relate positively to one another and work effectively through collaborative learning tasks including group work, discussions, class presentations, sharing findings from research. These tasks develop inter-personal skills and encourage students to work cooperatively whilst sharing their views and opinions.</p> <p>Creating opportunities for students to take responsibility for their own learning which Sociology promotes students' Social Development and understanding by: helping to develop enquiring minds e.g. through independent learning and extended reading tasks.</p> <p>Providing opportunities for students to exercise leadership and responsibility e.g. Sociology Prefects.</p> <p>Creating a sense of community within the classroom with common inclusive values which ensure everyone irrespective of ethnic origin, gender, ability, sexual orientation, and religion, can flourish.</p> <p>Creating a classroom climate that stimulates excitement about learning e.g displays, Sociology in the news board.</p> <p>Celebrating success of good work through written and oral feedback</p> <p>Organising extra-curricular activities which support learning e.g trip Rome</p> <p>Discussing the skills and personal qualities necessary for living and working together in society e.g. established norms and values, roles and responsibilities and what it means to be a citizen.</p> <p>LAW SL1 – Teaching methods in law provide opportunities for students to work with other pupils in a wide range of activities.</p>	<p>P16 Tutor Curriculum Students are encouraged to volunteer and work in the student leadership team to arrange social events and fundraising.</p> <p>Reviewed laws surrounding voting.</p> <p>Students are also encouraged to volunteer in other pre 16 classes.</p> <p>Investigated the EU referendum and what that might mean for the UK and which laws it impacts on. Heled mock referendum.</p> <p>BUSINESS SL1: There are a number of opportunities whereby business and enterprise students will work with wider members of the community. Also lots of team working activities in all classes.</p> <p>SL3: A number of opportunities especially in Economics whereby students need to look at international trade / migration and immigration.</p> <p>Students doing Business and enterprise courses and extra-curricular activities also have numerous opportunities for volunteering.</p> <p>LAW SL3 – Covered throughout the A Level Law course, especially in Unit G152 Sources of Law which considers where law comes from, the institutions of the state and elements of the British constitution.</p>

<p>tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</p>			<p>ICT SL2: IT Gurus support both staff and students on a voluntary basis and meet regularly to discuss was to contribute to the school community</p> <p>MFL Students are required to work in different groups and teams. Their speaking cards in KS3 and 4 entail students communicating their work to one another regardless of gender, religion, ethnic origin etc. Regular pair work is part of the norm. Team skills are encouraged through running dictations, quizzes, text reconstructions, board and whiteboard games</p> <p>BUSINESS SL1: There are a number of opportunities whereby business and enterprise students will work with wider members of the community. Also lots of team working activities in all classes.</p> <p>SL3: A number of opportunities especially in Economics whereby students need to look at international trade / migration and immigration.</p> <p>Students doing Business and enterprise courses and extra-curricular activities also have numerous opportunities for volunteering.</p> <p>Geography SL1- Regular groupwork activities. Also fieldwork opportunities, of which we have many</p> <p>SL2- 'Resolution of conflict' is taught in the A2 topic- conflicts and challenges</p>	
<p>SMSC CULTURAL</p> <ul style="list-style-type: none"> C1: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others C2: Understanding and 	<p>High levels of Participation in events – cultural / sporting / musical across the college</p> <p>Covered in Tutor Curriculum, Assemblies and Registration periods – see files</p> <p>ENGLISH Context, as a part of literary criticism, is an important part of GCSE and thus we do study the ways that writers are influenced by their cultural and historical context as well as a certain amount of British and world history.</p> <p>RE</p>	<p>RE Schemes of Learning can be found here: W:\R&P</p> <p>Schemes of Learning to promote exploration of diversity and outward looking approach</p> <p>This is achieved in much more depth in units such as Region and Poverty (UK and Global) studied in the GCSE Full Course</p>	<p>Geography We study the following which all contributes to wards this-</p> <ul style="list-style-type: none"> Immigration EU referendum Scottish separatism Migration case studies from Poland to UK Refugee crisis Governmental decision making policies The Olympic games <ul style="list-style-type: none"> We study impacts of a variety of things (e.g natural disasters, population change etc) on Local/ National/ Regional/ Global 	<p>P16 Tutor Curriculum Reviewed laws surrounding voting.</p> <p>Ran mock EU referendum</p> <p>International students come to the 6th form for a whole year.</p> <p>We reviewed the migrant crisis and looked at the moral issues surrounding it</p> <p>LAW C3 – Studied in unit G152 Sources of Law and more broadly in A2 Criminal Law.</p>

<p>appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p> <ul style="list-style-type: none"> ● C3: Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain ● C4: Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities ● C5: Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, 	<p>Schemes of Learning can be found here: W:\R&P</p> <p>Schemes of Learning to promote exploration of diversity and outward looking approach</p> <p>This is achieved in much more depth in units such as Region and Poverty (UK and Global) studied in the GCSE Full Course</p>		<p>scales</p> <p>Sociology Promotes students' Cultural Development and understanding by:</p> <p>Providing opportunities for students to acquire knowledge and insight into the values, influences and beliefs which shape their own culture.</p> <p>Providing opportunities for students to appreciate the diversity and richness of other cultures and respect other peoples' values and beliefs.</p> <p>Addressing issues of discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality.</p> <p>Developing opportunities with outside agencies and individuals for students to extend their cultural awareness e.g. trips, conferences, outside speakers.</p> <p>Encouraging personal cultural enrichment through wider reading of literature, newspapers and academic research as well as watching news broadcasts, documentaries and film.</p> <p>Studying cross cultural research and understanding differing values and beliefs.</p> <p>Studying our own society from different theoretical perspectives.</p> <p>Having an awareness that students come from a range of cultural and social backgrounds and being sensitive to this when teaching and explaining material.</p> <p>Developing an informed awareness of and sensitivity of the ways of life, needs and problems of others e.g. through analysis of research into ethnicity, disability, ageing population etc.</p>	
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<p>respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>				
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