

Hyde High School

**Spiritual, Moral, Social and
Cultural (SMSC) Education**

Delivery Plan 2022

At Hyde High School the pupils and their learning are central to every decision we make. This SMSC plan reflects the diverse nature of our school and our commitment to providing opportunities our students may not experience in their personal lives. We will help pupils to develop resilience and encourage them to accept responsibility for what they do.

Aims

Provide a safe, caring and happy environment where each student is valued as an individual and can develop towards their full potential.

Provide for each student a wide, balanced curriculum of high-quality, appropriate to the interests and aspirations of our students, and encourage the development of key social skills.

Develop the potential of each student recognising different needs and abilities and providing challenges and appropriate teaching at each stage of development.

Set and maintain standards of discipline, courtesy and general moral values so that the school community can function effectively.

Encourage a sense of self-respect, independence and self-motivation – to increase our student's capacity to accept responsibility for actions taken.

Encourage students to recognise their responsibility to others and to help them become active participants in a democratic society.

Encourage respect for democracy and students' understanding in the democratic processes.

An understanding of how laws are made and implemented

Spiritual development

The spiritual development of pupils is shown by their:

Ability to be reflective about their beliefs, religious or otherwise.

Knowledge of, and respect for, different people's faiths, feelings and values.

Sense of enjoyment and fascination in learning about themselves, others and the world around them.

Use of imagination and creativity in their learning.

Willingness to reflect on their experiences.

Moral development

The moral development of pupils is shown by their:

Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.

Understanding of the consequences of their behaviour and actions.

Interest in investigating and offering reasoned views about moral and ethical issues, and their ability to understand and appreciate the viewpoints of others on these issues.

Social development

The social development of pupils is shown by their:

Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.

Willingness to participate in a variety of community and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

Ability to use modern communication technology, including mobile technology, the internet and social media, safely.

Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. The pupils should also develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Cultural development

The cultural development of pupils is shown by their:

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

Understanding and appreciation of the range of different cultures within the school.

Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

Willingness to participate in, and respond positively to, artistic, sporting and cultural opportunities.

Interest in exploring, improving their understanding of, and showing respect for, different faiths and cultures.

Understanding, acceptance, respect for, and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Cross-curriculum teaching and learning

SMSC education will take place across all areas of the curriculum.

SMSC has particularly strong links to religious education.

All areas of the curriculum will draw examples from as wide a range of contexts as possible. SMSC delivery across the curriculum will be audited and mapped.

In order to develop a strong sense of identity in our pupils, we will use classroom discussion to enable them to:

Talk about their experiences and feelings.

Express and clarify personal ideas and beliefs.

Speak about difficult events, e.g. bullying and death.

Share thoughts and feelings with other people.

Explore relationships with friends, family and others.

Consider the needs and behaviour of others.

Show empathy.

Develop self-esteem and respect for others.

Develop a sense of belonging.

Develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally, e.g. empathy, respect, open-mindedness, sensitivity, critical awareness, etc.

Many areas across the curriculum provide opportunities for pupils to:

Listen and talk to each other.

Learn to treat all as equals, accepting people who are different because of physical and learning difficulties.

Agree and disagree.

Experience good role models.

Work cooperatively and collaboratively.

Students can influence decision-making through the democratic process:

Student leadership group

Pupil voice

Writing balanced arguments lessons

Providing pupils with opportunities to take part in debates and public speaking activities

PIE – into the mix project

We use the following methods to help pupils develop an understanding of the rule of law:

Setting high expectations for attendance, punctuality and behaviour

Setting classroom and school rules

Teaching pupils about health and safety laws, including e-safety laws, relevant to the school setting

Teaching pupils about the roles of all those who help us, including staff members, emergency services, friends and family

Encouraging pupils to behave appropriately around school

Educating pupils on the risks of British Values and the rule of law

Pupils develop an understanding of different faiths and beliefs by

Celebrating differences and similarities through cultural event days

Arranging trips to places of worship

Teaching about different beliefs and cultures

Exploring morals through lessons and assemblies

Dedicated RE lessons

Additional practical activities to encourage pupils' SMSC development include:

Working together in different groupings and situations.

Hearing music from different composers, cultures and genres.

Meeting people from different cultures and countries.

Participating in a variety of different educational visits.

Participating in live performances.

Studying literature and art from different cultures, supported by visits from writers and artists and participation in workshops.

Hearing and seeing live performances by professional actors, dancers and musicians.

Learning songs from different cultures and playing a range of instruments including steel pans and samba instruments.

Making and evaluating food from other countries.

The school has strong links with the wider community and develops these links by reaching out to the community through the following activities:

Fundraising activities.

Music and drama events

Volunteers from Bangladeshi Welfare

Parent/school Partnership

Town team events

SMSC audit

The SMSC audit located in the appendices shows where spiritual, moral, social and cultural education, respectively, are embedded into subjects and provides evidence of their inclusion.

Promoting fundamental British values

The school promotes British Values through:

Bespoke qualification in British Values.

Representing the cultures of all our pupils within the curriculum.

Teaching a wide range of English and non-English literature.

Commemorating World War 1 and 2.

Demonstrating how democracy works by actively promoting democratic processes, for example, student leadership group

Using general and local elections to hold mock elections and provide pupils with the opportunity to learn how to argue and defend points of view.

Using teaching resources from a wide variety of sources to help pupils learn about and understand a range of faiths.

Using extra-curricular activities to promote fundamental British values.

Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.

Encourage respect for other people.

Fundraising for various charities

By promoting fundamental British values through SMSC education, we will provide pupils with:

An understanding of how they can influence decision making through the democratic process.

An appreciation that living under the rule of law protects them and is essential for their wellbeing and safety.

An understanding of their protected characteristics.

An acceptance that people of different faiths and beliefs to themselves (and those with no faiths or beliefs) should be accepted and tolerated, and should not be subject to prejudicial or discriminatory behaviour.

An understanding of the importance of identifying and combatting discrimination.

Monitoring and evaluation

We listen to the views of our pupils and their parents. We operate an open-door policy for the sharing of views and have a formal system in place including:

Student voice

Pupil/teacher meetings.

An annual parents' questionnaire.

Parents' evenings/meetings.

Parent/School Partnership (relaunch 2022)

SMSC at Hyde High School

2022-2023

Subject	Spiritual development	Moral development	Social development	Cultural development
<p>Art</p>	<p>Tattoo Project (yr9) Autumn 2:</p> <p>Students to understand the spiritual context of the African tattoo and how they are earned rather than being purely decorative.</p> <p>African (Adinkra) (yr8) Spring 1:</p> <p>Students study the spiritual purpose of masks from African culture and how the Shaman speak through them to convey the messages of the spirits.</p> <p>Egyptian Project (yr9) Spring 1:</p> <p>Students study the beliefs of ancient Egyptians and their gods. Understanding the</p>	<p>Hundertwasser Project Yr8 (Autumn 1)</p> <p>Pupils consider why protecting the environment is important?</p> <p>Graffiti Project (Summer 1)</p> <p>Is Graffiti art? Discussion as to the relevance of Graffiti when compared to painting etc.</p> <p>Is it morally correct to deface public property or is it vandalism? When is Graffiti ok?</p>	<p>Modigliani Project Yr 8 (Autumn 2)</p> <p>Pupils invited to empathise with feeling and emotions of others in emotional circumstances. (Mental illness –Modigliani is known to have been suffering from mental illness which we now know is a treatable depression)</p> <p>Graffiti Project (Summer 1)</p> <p>Graffiti response to ‘Black Lives Matter’ in the form of a George Floyd representation in Manchester.</p>	<p>African (Adinkra) (yr8) Spring 1:</p> <p>Students study the spiritual purpose of masks from African culture and how the Shaman speak through them to convey the messages of the spirits.</p> <p>Bolivian Art Project YR7 (Summer 2)</p> <p>Introducing the work of Bolivian Artists who depict various religious and spiritual characters in the form of masks.</p> <p>Pupils appreciate that a country’s history can influence the</p>

	<p>importance of rituals and symbols in an Egyptian's life and death. (scarab beetle)</p> <p>Sculpture project YR11 (Autumn 1)</p> <p>Expressing feelings and thoughts in a 2D and 3D form.</p>	<p>Bolivian Art Project YR7 (Summer 2)</p> <p>Artwork is made from recycled materials.</p> <p>Bolivian masks often depict the distorted faces features of the slaves who worked in the mines in the mountains and suffered with severe altitude symptoms.</p> <p>Tattoo Project (Spring 1)</p> <p>Is it ok to exploit another culture in a purely decorative way? Should it be allowed? (Celebrity tattoos)</p> <p>EGYPTIAN ART PROJECT Y9 (Autumn 1)</p> <p>Is it acceptable to raid tombs and remove</p>	<p>Bansky art battle with Robbo and how artwork can be used to make political statements about peace and injustice.</p> <p>Conceptual Art (Summer 1)</p> <p>Expose pupils to the artwork of contemporary artists such as Tracy Emin, Damien Hirst, deschamps etc who challenge us to think in ways which are opposed to tradition and can be quite controversial. These types of artwork often require us to accept the ideas of other people are valid, even if we may not agree or like them.</p>	<p>appearance of it's artwork.</p> <p>Tattoo Project (Spring 1)</p> <p>To expose pupils to the purpose of tattoos within Polynesia.</p> <p>To be exposed to the cultural traditions/ceremonies of other cultures (HAKA)</p>
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		<p>sacred artefacts from them?</p> <p>Portraiture/Distortion Project Yr11 (Autumn 2)</p> <p>Exposing pupils to how the most unlikely materials can be used to create interesting shapes and forms which can be used to influence their work in the form of photography.</p> <p>Appreciating that items which people throw away can be appreciated for their visual beauty as they change over time physically.</p>	<p>Sculpture project YR11 (Autumn 1)</p> <p>Expressing feelings and thoughts in a 2D and 3D form.</p> <p>Portraiture/Distortion Project Yr11 (Autumn 2)</p> <p>Pupils invited to empathise with feeling and emotions of others in emotional circumstances. (Mental illness, self image etc).</p> <p>Pupils create photos which deal with challenging perceptions of beauty and acceptance and pressures to look a certain way by society and the media.</p> <p>•Challenging vanity and conformity.</p>	
Assemblies – whole school		Anti-Bullying week:	Character curriculum:	Black History Month:

		<p>To promote mutual tolerance, respect and understanding of each other and respect of others protected characteristics.(Autumn 2)</p> <p>Children In Need:</p> <p>The annual launch of the school's active citizenship campaign in order to fund raise (Autumn 2)</p> <p>Disability discrimination:</p> <p>To promote general awareness of different types of disability and how the use of some types of language can offend and lead to exclusion. Shared experiences and stories. (Autumn 2)</p> <p>The Environment</p>	<p>Character curriculum in order to promote and reward character traits such as citizenship, cooperation, conflict management, participation and leadership.</p> <p>To promote work ethic and aspirations Role models who have to overcome adverse situations in their early years e.g. racism, poverty, loss, disabilities etc. (Autumn 1)</p> <p>Resilience:</p> <p>To promote resilience amongst our students and to provide strategies to deal with setbacks in different social contexts.(Autumn 2)</p> <p>Sports awards/reflections:</p>	<p>An appreciation and celebration of people, achievements and events from black cultures both in the UK and worldwide. (Autumn 1)</p> <p>Remembrance:</p> <p>Remembering and celebrating the lives of soldiers of the Empire in WW1 (Autumn 2)</p> <p>Women's History Month:</p> <p>An appreciation and celebration of women's achievements both in the UK and worldwide. (Spring 1)</p> <p>World Book Day</p>
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		<p>To raise awareness of latest environmental developments and to raise awareness of issues (Summer 2)</p>	<p>To celebrate and reward effort, participation and achievement.(Autumn 2)</p> <p>Managing stress:</p> <p>Different strategies to manage stress in school and other social settings. (Spring 1)</p> <p>Mental Health</p> <p>How society views and deals with mental health issues (Spring 1)</p> <p>Internet safety:</p> <p>Guidance on how to stay safe on-line, where to report issues, rights,</p>	<p>To showcase local poets and performance poetry to inspire students (Spring 2)</p> <p>World Creativity Day</p> <p>To inspire creativity and innovation (Summer 1)</p> <p>Music performance and showcase</p> <p>To prepare students for events and to promote the arts (Summer 1)</p> <p>Women in Engineering</p> <p>A celebration of the achievements and opportunities women have in engineering in the UK (Summer 2)</p>
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			<p>responsibilities and expectations (Spring 1)</p> <p>Health Eating</p> <p>To promote healthy lifestyles and how to make good food choices (Summer 2)</p> <p>Women in Engineering</p> <p>A celebration of the achievements and opportunities women have in engineering in the UK (Summer 2)</p> <p>World Population</p> <p>celebration of Analysis of population changes and a developments (Summer 2)</p>	<p>World Population</p> <p>celebration of Analysis of population changes and a developments (Summer 2)</p>
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<p>Business/Computing</p>		<p>E-safety & PREVENT (Autumn 1 Year 7)</p> <p>“Inappropriate content”</p> <p>The SMART Rules for staying safe online. Who are the BBFC and PEGI, and why do they provide age ratings? How age ratings can protect us from viewing inappropriate or harmful content, and the impacts of this.</p> <p>“Fake News”</p> <p>Why is the news important and can we trust everything we see online? What is the difference between disinformation, misinformation & opinion?</p> <p>The CRAAP rules for spotting false information</p> <p>How can false information be harmful?</p>	<p>E-safety (Autumn1 yr7&8, Spring 1 for year 9)</p> <p>Students consider various aspects of the use of technology. Students consider the safe use of digital devices when interacting with each other, making sure they are aware of the dangers of using digital devices and social media; including the accuracy of the information published in public forums; and how to report any concerns.</p> <p>Students take part in whole-class discussions focussed around Stereotypes, extremism and radicalisation.</p> <p>Digital Graphics (Aut1 Year 8)</p> <p>How images are edited within the media to make the subjects of the image look better than they actually are.</p>	<p>Digital Literacy (Autumn Year7)</p> <p>Students create persuasive and informative digital documents as part of a project to design an improved playground suitable for year 7.</p> <p>Issues in CS (Spring 1 Year 9)</p> <p>Students will discuss how the advancements in technology affect the way we live, and the cost/benefit of this.</p> <p>Computer Science impacts</p> <p>GCSE</p> <p>(Year 11 Summer)</p> <p>Students consider the impacts and influence of</p>
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		<p>How to report any concerns & find help online.</p> <p>E-safety & PREVENT (Autumn 1 Year 8)</p> <p>Students complete three units looking at Online Hate, Sharing Nude Photos, and the legal and implications they may have on the individual. Students also watch an interactive film “First to a million”, which covers the impact of online behaviours and expectations.</p> <p>Students take part in whole-class discussions focussed around Stereotypes and extremism.</p> <p>Issues in CS (Autumn 2/Spring 1 Year 9)</p> <p>Students look at the use and impact of technology on</p>	<p>Image conscious teenagers to understand that images are airbrushed.</p> <p>Issues in CS (Autumn 2/Spring 1).Students look at the use and impact of technology on everyday life, where it has been used to improve the standard of living and where tech companies may be abusing the power they hold.</p> <p>GCSE</p> <p>PIE future ready programme (Autumn 2/Spring 1 Year10)</p> <p>A number of year 10 students complete the extra-curricular Future Ready Course run by Pursuing Individual Excellence (PIE). Students complete activities in areas including Digital, Cultural Capital, Community,</p>	<p>computing in the areas of Ethics, Environmental and Legal.</p> <p>Business 1.5 external influences (Year 10 Summer)</p> <p>Students study business legislation, stakeholders, technology in business, and the economy & business.</p> <p>PIE future ready programme (Aut2/Spr1 Year10)</p> <p>A number of year 10 students complete the extra-curricular Future Ready Course run by Pursuing Individual Excellence (PIE). Students complete activities in areas including Digital, Cultural Capital, Community, Communication and Project Management.</p>
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		<p>everyday life, where it has been used to improve the standard of living and where tech companies may be abusing the power they hold.</p> <p>GCSE</p> <p>Computer Science impacts (Summer Year 11)</p> <p>Students consider the impacts and influence of computing in the areas of Ethics, Environmental and Legal.</p> <p>Business 1.5 external influences (Summer Year 10)</p> <p>Students study business legislation, stakeholders, technology in business, and the economy & business.</p>	Communication and Project Management.	
Citizenship/British Values		<p>Rights and responsibilities (Year 7, Summer term)</p>	<p>The school community</p> <p>Rules and applying them</p>	<p>The history of Parliament</p> <p>The role of the Monarchy</p>

		<p>Law and the justice system</p> <p>Youth crime</p> <p>Young offenders</p> <p>The youth court</p> <p>Sentencing</p> <p>Adult court</p> <p>(Year 8, Summer term)</p> <p>Mutual respect</p> <p>Extremism and radicalisation</p> <p>(Year 11, Spring term)</p>	<p>Rights and responsibilities</p> <p>Living together</p> <p>How communities can get along better</p> <p>Community service</p> <p>(Year 7, Summer term)</p> <p>Rights and the police</p> <p>The youth court</p> <p>Sentencing</p> <p>Adult court</p> <p>Democracy and freedom</p> <p>Conflicting rights</p> <p>Freedom of the press</p> <p>The right to protest</p> <p>The right to education</p> <p>(Year 8, Summer term)</p> <p>Political parties</p>	<p>Should the Monarch change?</p> <p>The House of Commons</p> <p>The House of Lords</p> <p>(Year 9, Summer term)</p> <p>The origins of Democracy</p> <p>Voting and elections</p> <p>The rule of UK law</p> <p>How laws are made</p> <p>(Year 11, Spring term)</p>
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			<p>Becoming an MP</p> <p>The role of an MP</p> <p>Should 16-year olds be given the vote?</p> <p>How are laws made</p> <p>Influencing government</p> <p>(Year 9, Summer term)</p> <p>Individual liberty</p> <p>(Year 11, Spring term)</p>	
Design technology	<p>Textiles (yr7)</p> <p>Identity project, designing a photo frame, designs can be based on spiritual or religious beliefs.</p>	<p>Sustainability:</p> <p>All areas of the subject and all years at KS3. Health and safety issues across all areas of DT in particular practical lessons in Resistant Materials and Cooking and Nutrition. Year 8 Graphics on social media and the impact on self-image. Environmental issues including recycling</p>	<p>Practical lessons:</p> <p>All areas of the subjects and all years at KS3 with students working in groups and working together in practical situations. Health and safety issues across all areas of DT in particular practical lessons in Resistant Materials and Cooking and Nutrition where halal meat is used and</p>	<p>KS3:</p> <p>Resistant materials: The history of design movements. What consumers can do to protect the environment.</p> <p>Engineering: The impact of transport and how this can</p>

		<p>and the use of plastics in year 8 & 9 Engineering design</p>	<p>special dietary needs are catered for across all. After school clubs in green powered car and F1 in schools require students to use social skills in different contexts. Welfare of workers and producers (Fair Trade).</p>	<p>be improved for the futures. Eco houses.</p> <p>Food technology; Learning of a wide range of cookery skills from different cultures.</p> <p>Textiles: Environmental awareness (materials, manufacture, use, disposal. The industrial revolution and the awareness of local history and the contribution to the textiles industry.</p> <p>KS4:</p> <p>Resistant materials: How technology is affecting work and employment opportunities.</p> <p>Engineering: Supply chain culture of mass</p>
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				<p>manufacture/smaller companies and batch.</p> <p>Textiles: Local artists and designer visits to Manchester. Visits to MOSI.</p> <p>Graphics: Cultural design styles from around the world which are linked to music genres. Symbolism - cultural colour association.</p>
English	<p>Adam and Eve story (yr9) Summer 1. Poetry study of A Poison Tree, Blake's message about repressing anger and consequences of this.</p> <p>Macbeth (yr10) Spring 1. Witches and their relevance in Jacobean England. Duncan, comparison to Jesus Christ and comparison of Lady Macbeth to Satan</p>	<p>Boy in the striped pyjamas (yr7) Spring 2</p> <p>Discrimination, compassion, friendship and tolerance. The treatment of Jews during WW2.</p> <p>Poetry from other cultures (yr8) Summer 1. Isolation, choice and immigration.</p> <p>Private Peaceful (yr8) Spring 2</p>	<p>Private Peaceful (yr8) Spring 2. The injustice of war and the study of why war should never happen.</p> <p>Hobson's Choice (yr8) Summer 1. Selfishness, alcoholism, lack of social responsibility. The difference between right and wrong choices. Free will and having no alternatives.</p> <p>Poetry from other cultures (yr8) Summer 1. Focus on</p>	<p>Hobson's Choice (yr8) Summer 1. Drinking problems, poverty for the working class.</p> <p>Private Peaceful (yr8) Spring 2. British military values</p> <p>Magazines (yr8) Summer 2</p> <p>Students analyse the pressures caused by advertising in western communities. Discussions</p>

	<p>A Christmas Carol (yr10&11) Autumn 2. Ghosts are representations of Jesus in some respects. Dickens critique of the church open on a Sunday when all other aspects of life are closed.</p> <p>An Inspector calls (yr11) Spring 2. Christian responsibility, compassion, integrity and justice. The inspector as a mouthpiece for Christian society.</p> <p>Private Peaceful (yr8) Spring 2. Life after death, sins and punishment, waste of life.</p> <p>Blood Brothers (yr9) Summer 1</p> <p>Manipulation through religious oaths</p> <p>The Empress (yr10) Spring 1. How the British Empire</p>	<p>Celebrates bravery and standing up for personal values</p> <p>Hobson's Choice (yr8) Spring 1. Temperance v's alcoholism. The acceptance of responsibility.</p> <p>Of Mice and Men (yr9) Spring 2</p> <p>The predatory nature of human beings.</p> <p>An Inspector Calls (yr10) Spring 2. Inequality, respect and discrimination based on gender and class</p> <p>Macbeth (yr10) spring 1. How power corrupts, the consideration of good and evil, wisdom, trust and integrity.</p>	<p>where/when poems written and the social and status background of the writer</p> <p>An Inspector Calls (yr10) Spring 2. Socialism v Capitalism, a critique on the arrogance of the upper class.</p> <p>Macbeth (yr10) Spring 1. Justice and humility.</p>	<p>on the morality of manipulating people using their emotions.</p> <p>Of Mice and Men (yr9) Spring 2. The American dream and the great depression</p> <p>Boy in the striped pyjamas (yr7) Spring 2</p> <p>German (Nazi) ideals and beliefs. Jewish traditions and beliefs</p> <p>The Empress (yr10) Spring 1. How the British Empire treated Ayahs and Lascars. Queen Victoria and Abdul Karim. Work on Gandhi and Victorian London.</p>
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	<p>treated Ayahs and Lascars. Queen Victoria and Abdul Karim. Work on Gandhi and Victorian London.</p>	<p>Magazines (yr8) Summer 2</p> <p>Students analyse the pressures caused by advertising in western communities. Discussions on the morality of manipulating people using their emotions.</p> <p>Of Mice and Men (yr10) Spring 1. Racism, class and disability discrimination, sexism and friendship.</p>		
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Enrichment (see separate enrichment log)				
Geography		<p>Climate and biomes (yr 7) Looking at human use of the arctic and how we are impacting ecosystems by our actions.</p> <p>Population (yr8) A focus on China helps us to understand the long term implications of population control and the use of the one child policy.</p> <p>Industry (year 8) , Secondary industry and fast fashion, we look at the social impacts of the fashion industry and how our increased consumption has an impact on less developed countries.</p> <p>Conflict Diamonds (year 8) With a focus on Sierra Leone and the diamond industry, we study the use of slavery, child soldiers and amputation as a result of</p>	<p>Social Development covers all human geography aspects of the curriculum as we look at development of countries, movement of people, the impact of industry and how actions in High Income Countries impact those in Low Income Countries, how quality of life varies across the world including settlements and employment opportunities. .</p>	<p><i>Cultural development is specifically evident in the following units of work:</i></p> <p>Biomes (yr7) - students examine ways of life for people living in hot and cold desert environments.</p> <p>Population (yr8) - China as a focus country includes cultural preference of boys compared to girls, the reasons behind this and the impact on society.</p> <p>The development of Russia (yr9) - Culture comparison for the urban and rural ways of life.</p> <p>The growth of India (yr9) - Cultural losses in globalisation are studied as we look at the idea of a shrinking world.</p>

		<p>civil war which diamonds have been linked to.</p> <p>Climate Change (year 9) students cover the human cause of climate change and the impacts our actions are having on the planet's climate system.</p>		
<p>History</p>	<p>Medieval Beliefs Autumn 2 and Spring 1</p> <p>Crusades, pilgrimage, importance of Church.</p> <p>Early Modern Beliefs (yr8) (Autumn 1)</p> <p>Martin Luther, Reformation, heresy</p> <p>Spring 1 Industrial beliefs - impact of the enlightenment (18th c) and science (19th) on belief and growth of religion in the 19th c</p>	<p>Crime and Punishment (KS4)</p> <p>Y10- Spring 1/2/summer 1</p> <p>Students learn about the development of crime and punishment over time.</p>	<p>Throughout the whole programme of study, there are opportunities for paired work/group work. We also have opportunities for verbal discussion and debates where students present their different views.</p>	<p>Migration over time (yr7)</p> <p>Pupils learn about migration to Britain from the Anglo-Saxons to 1970's migration.</p> <p>Power units(yr8)</p> <p>Pupils develop an understanding of the development of parliament and democracy and the decline in power of the monarch.</p> <p>Enrichment: Y7 trip to Clitheroe castle</p>

<p>Music</p>	<p>World music (yr8):</p> <p>Students will learn about music from different cultures.</p> <p>GCSE Music - World Music. Students will explore how music from different cultures is composed using spiritual guidance and influence.</p>		<p>Development of music and social skills/interaction through:</p> <p>Year 7 - Ensemble Skills Year 8 - Ensemble Skills Year 9 - Ensemble Skills GCSE Music - Ensemble performance</p> <p>Extra-Curricular:</p> <p>Hyde Wind Band, Hyde Voices, Hyde Rock Band, Ukulele Band</p>	<p>The Elements & History of Music (yr7)</p> <p>World Music (yr8) Rock & Pop Music (yr9) World Music (KS4)</p> <p>Enrichment:</p> <p>London Trip Halle Orchestra Trip BIMM trip</p>
<p>MFL</p>	<p>Customs & Festivals:</p> <p>KS4 Y10 Summer 1. Compare festivals and celebrations, including religious ones, in target language speaking countries with those in the UK.</p> <p>KS3 Y8 Spring 1. Festivals and celebrations, including religious ones. Saying how they like to celebrate them and which ones in target language countries they</p>	<p>Global & Social issues:</p> <p>KS4 Y10 Autumn 1. Learn about the advantages and disadvantages of technology in everyday life.</p> <p>Y11 Autumn 1. Learn about how to reuse items, reducing waste and recycling and about ways of protecting the environment.</p>	<p>Global & Social issues:</p> <p>KS4 Y11 Autumn 2. Learning about different ways of volunteering. Learning about charities and voluntary work.</p> <p>KS4 Y11 Spring 1 learning about poverty and homelessness.</p>	<p>Customs and Festivals:</p> <p>KS4 Y10 Summer 1. Compare festivals and celebrations, including religious ones, and customs in target language speaking countries with those in the UK.</p> <p>KS4 Y10 Spring 1 Learning about free-time activities, including sports, going to the cinema, music concerts and</p>

	<p>would like to celebrate and why.</p>	<p>KS4 Y11 Spring 1. The dangers of drugs, alcohol and smoking.</p> <p>KS3 Y9 Autumn 1. Different types of technology, uses and dangers.</p>	<p>KS4 Y11 Spring 1 learning about the dangers of drugs, alcohol and smoking.</p> <p>KS4 Y10 Autumn 1 learning about the advantages and disadvantages of technology in everyday life.</p> <p>Y8 Summer 1 learning about healthy eating and Summer 2 well-being – other ways to improve your lifestyle</p>	<p>give opinions about all of these in the target language.</p> <p>KS3 Y9 Autumn 2 Music genres. Profile of a TL country musician / band.</p> <p>KS3 Y8 Spring 2 Daily life in TL countries.</p> <p>KS3 Y7 Summer 1 Learning about sports/hobbies, famous TL countries sports and sports people and the Olympic games.</p> <p>KS3 Y7 Summer 2 School life in TL countries.</p> <p>Enrichment:</p> <p>World cooking club</p> <p>Disneyland Paris trip</p>
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<p>Maths</p>	<p>An understanding of how maths relates to the world. The skills of analysing data are taught from year 7 to11 to enable students to make sense of vast amounts of data available in the modern world around them. Sequences, patterns, measures and ultimately the entire study of Mathematics was created to make more sense of the world around us and we enable each of our students to use Maths as a tool to explore it more fully.</p> <p>Examples of spiritual lessons in maths:</p> <p>Pupils considering the development of pattern in different cultures including work on tessellations and fibonacci patterns</p>	<p>The moral development of students is an important part of mathematics syllabus. Pupils are taught to be aware of the use and misuse of data.</p> <p>Examples of Moral lessons in maths:</p> <p>Conducting an opinion survey on a moral issue.</p> <p>Learning about world trade during Maths Week.</p> <p>Discussions on gambling and bookmakers during probability lessons.</p>	<p>Problem solving skills and teamwork are fundamental to mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to develop their mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key part of maths lessons.</p> <p>Examples of social lessons in maths:</p> <p>Allowing discussion and debate on the use and abuse of statistics in the media</p> <p>Looking at graphs of crime rates, rates of education and GDP.</p>	<p>Mathematics is a universal language with a myriad of cultural inputs throughout the ages. Students learn how at Stonehenge there were various approaches to mathematics including the Chinese lattice method for multiplication. The ability to use exchange rates for foreign travel are also important life skills students will learn.</p> <p>Examples of Cultural lessons in maths:</p> <p>Students investigating different number sequences and where they occur in the real world</p> <p>Allowing discussion on the cultural and historical roots of mathematics, such Pythagoras' theorem 3. Pupils</p> <p>Students discussing the use of mathematics in cultural</p>
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				<p>symbols and patterns</p> <p>Mathematics is a universal language</p> <p>Use of the Chinese lattice method when teaching multiplication</p> <p>Students to have the ability to use exchange rates for foreign travel</p>
PE	<p>Physical activity quiets the mind and fuels the soul in many ways:</p> <p>Mobilizes and reduces stress hormones</p> <p>Decreases tension and inflammation in the body</p> <p>Improves heart rate variability and physical resilience to stress</p> <p>Boosts positive endorphins that encourage an optimistic</p>	<p>Pupils are taught about ethics and sport. The use of Performance Enhancing Drugs in Sport is also covered together with sanctions and consequences handed down by governing bodies and other agencies including courts of law.</p> <p>(yr10)</p> <p>Sportsmanship, gamesmanship, deviance</p>	<p>The very nature of sport requires co-operation, teamwork and good communication. Leadership in Sport is a bespoke unit delivered in the BTEC Sport Course. Pupils volunteer to help run after school clubs and become "Sports Captains" receiving a sports captain shirt if they do so. The PE department give pupils the opportunity to compete with and against pupils around Tameside of many different religious, ethnic and socio-economic backgrounds.</p>	<p>PE encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p>Examples of Cultural lessons in Physical Education:</p> <p>Learning about the developments of sports in different countries</p> <p>Learning where different sports originate from and</p>

	<p>mindset</p> <p>Supports focus on the present moment, gratitude and appreciation</p> <p>The better you feel physically, the better your spiritual life and sense of well-being.</p>	<p>and violence in sport.(all year groups)</p> <p>All pupils are taught to abide by the rules of sport and respect for officials in PE lessons.</p>		<p>what the national sports of different countries are</p> <p>World Cups and Olympic games</p> <p>Exploring and respect a variety of different cultural dances</p> <p>Gaining an understanding of different sports and their foundations</p> <p>Use of international examples of different athletes and their achievements</p> <p>Cultural engagement through elite performers both at school and in their own sporting environment.</p>
RE	RE is a dedicated subject across both key stages:	RE is a dedicated subject across both key stages:	RE is a dedicated subject across both key stages:	RE is a dedicated subject across both key stages:

	<p>The study of religious practices allow both religious and non-religious pupils to understand and develop their spirituality, for example, through teaching the Five Pillars of Islam pupils learn the intrinsic benefits of praying five times a day (refreshment, meditation, five second chances!) and through the teaching of Christianity, students learn the personal impact of forgiveness and explore the emotional difficulties that are connected to this.</p> <p>Students will explore the spiritual aspects of religious festivals, rites of passage, and communal worship ('belonging') within a number of religious and non-religious traditions.</p> <p>Spiritual development is also promoted through the study of other major world faiths at yr7 such as through the</p>	<p>Moral development is promoted through the exploration of a variety of moral issues referring to religious and non-religious influences including following rules, breaking unjust laws, the nature of punishment on a physical and spiritual level, want, decisions involving end of life care, charity and service, human rights, forgiveness, personal relationships, racism, prejudice and discrimination, the nature of radicalisation and extremism, respect for beliefs and in our crossover into PSHE content such as the treatment of people with addiction and those whom addiction may impact. It is very unusual for an RE lesson not to cover moral development and therefore a specific list of lessons is detailed in the RE programme of study.</p>	<p>Social development is promoted throughout RE as we have attainment targets to develop pupils ability to relate and empathise and become emotionally resilient. Areas of social development that may not be covered elsewhere in the school curriculum include:</p> <p>Responding to death (yr9) Spring 1.</p> <p>Evil and suffering (yr10) Autumn 1</p> <p>Responses to forms of injustice, good and evil</p> <p>It is also development through revisiting values such as compassion, forgiveness and justice. Social development is also holistically acquired through the discussion and debate of moral issues and</p>	<p>Six world religions, denominations within, divergent views and traditions and everything that this encompasses are studied by all years throughout school. Non-religious world views are also studied.(yr7)</p>
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	<p>concept of dharma in Buddhism and Hinduism, and the personal impact of sewa in Sikhism (Summer 2) Although spirituality runs through the RE content, specific lessons to reference include What do Jews believe and do? What is the Sabbath? What do Christians believe and do? (Autumn 1). What do Muslims believe and do? What is the purpose of this life? What do Sikhs believe and do? What is Sewa? What do Hindus believe about life after death? What are the Four Noble Truths? (Summer 1). The Five Pillars of Islam. (Autumn 2). What do religious people say about second chances? What is expression? How do religious people express themselves through rites of passage? Can non-religious people believe in life after death?</p>		<p>collaborative learning. (yr10), Summer 2.</p>	
<p>Science</p>		<p>Ethical issues of using embryos in stem cell research (yr10 Autumn 1).</p>	<p>Practical work done in groups offers students a chance to develop their skills in working together.</p>	<p>Cultural capital tasks have been developed for KS3 science units allowing students to develop a</p>

		<p>The use of contraception (yr11 Autumn 2)</p>	<p>The yr 7 science club and science trips allow students to participate in Science together outside of the classroom.</p>	<p>broader understanding of Science beyond the classroom and the importance of the local area for scientific development.</p> <p>One of these cultural capital activities is included for every three units at KS3. The choice of the cultural capital material taught is at the discretion of individual teachers and does not follow a formal POS.</p> <p>Some of the materials available are:</p> <p>Newton: pandemics and lockdowns</p> <p>John Dalton and the atom</p> <p>James Joule and energy</p>
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