



Edgbarrow School SMSC Audit - Autumn 2019

Spiritual Development

Through the curriculum, pupils develop:

- An 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
- A sense of enjoyment and fascination in learning about themselves, others and the world around them
- A use of imagination and creativity in learning
- Willingness to reflect on their experiences

Subject/area	Evidence of current SMSC opportunities	Areas to develop
English	<ul style="list-style-type: none"> • Use of texts from different cultures and backgrounds • Through comprehension activities, pupils are encouraged to empathise with characters and compare to own experiences • Opportunities for imaginative and creative writing 	Ensure each year group has opportunities to study a text from a different culture
Maths	<ul style="list-style-type: none"> • The students reflect all the time as every piece of work they do is marked either by them or peers or by us and so students are continually reflecting on how they have performed on a task. 	
Science	<ul style="list-style-type: none"> • Consideration of humans and their place in the natural world, including the decisions we make and the impact these choices have on us and other living things/the planet. Includes climate change consideration, plastic use, reduction in biodiversity to meet our own needs. • Exploration of different scientific discoveries, what else was happening or believed at this time and how they were responded to by different cultures/beliefs. The difficulties scientists faced getting their ideas being accepted (as seen to be against God). • Discussion over aspects of healthy living and the impact 	Are the scientists we discuss a fair representation of all groups, are we focussed on the stereotypical 'What a scientist looks like' and all the very well-known white, male scientists?



Edgbarrow School SMSC Audit - Autumn 2019

Subject/area	Evidence of current SMSC opportunities	Areas to develop
	<p>of risk factors on health.</p> <ul style="list-style-type: none"> • Learning about reproduction and how we can control our fertility in different ways and the different considerations to make with each choice. Includes use of IVF and discussions on who should be allowed it – should anyone be denied? • Exploration of what different types of drugs exists, where they come from and why rainforests and similar habitats are also vital to act as a source of potentially new drugs. • Discussion of the importance of proper drug testing and trialling using examples where this didn't happen in the past. • Genetic modification/cloning and the implications/barriers to this. Discussions on how much should be allowed and why some people oppose it. 	
Art and design	<ul style="list-style-type: none"> • Explore the different art created in a variety of cultures and backgrounds • When studying portraiture pupils explore emotions and how a person can convey their feelings • Colour theory - how colour can affect mood • If students choose photography, consent is explored in the form of sharing/taking someone's photo • Both Art and Photography are very creative subjects where students are encouraged to express themselves • Students analyse artwork and are asked to reflect how the artwork makes them feel 	<p>Ensure all cultures and groups are represented in focus artists, especially thinking to cultural diversity of our school.</p>
Design and technology	<ul style="list-style-type: none"> • Through practical projects students use their imagination to come up with creative unique ideas of their choosing • Students constantly reflect on their mistakes in D&T to then improve their work (with teacher guidance) • Students always enjoy hearing about real life experiences of teachers that relate to the tasks that they are completing or seeing how things are produced in 	



Edgbarrow School SMSC Audit - Autumn 2019

Subject/area	Evidence of current SMSC opportunities	Areas to develop
	<p>industry (using videos)</p>	
Social Science	<ul style="list-style-type: none"> • Through examining the factors that affect human behaviour – social, psychological and biological students are able to reflect on their own behaviour in different circumstances and link to the different explanations. For example, exploring dispositional explanations of conformity. • Pupils are encouraged to be creative through designing and planning research in social sciences as well as applying ideas and principles to novel case study situations. 	<p>Consider opportunities in the specifications to examine the effect of spiritual belief on behaviour</p>
History	<ul style="list-style-type: none"> • Year 7 – Role of: Medieval Church and women in society, creation of the class system and other changes in society. Establishment of the rule of law and democracy • Year 8 – Impact of Reformation on Britain, Industrialisation and Empire • Year 9 – Impact of war on society, development of equal franchise, concepts of democracy and dictatorship, ideology as a driving force in society e.g. Communism v capitalism • Year 10 / 11 – Genocide seen through eyes of Native American Indians, Anti War Protest and role of media in society, importance of medical care and development of NHS, significance of the Church of England and its impact on society • Year 12/13 – Democracy and dictatorship, how society can fracture and move towards genocide through promotion of national identity and exclusion of minorities; social, economic, political and religious changes in England during the Tudor era. 	<p>Ensure there are opportunities to celebrate hidden stories such as Amitsar.</p>



Edgbarrow School SMSC Audit - Autumn 2019

Subject/area	Evidence of current SMSC opportunities	Areas to develop
Geography	<ul style="list-style-type: none"> • Students are encouraged from year 7 to celebrate their backgrounds and where their heritage. They are encouraged to share their experiences with the class and discuss these. • Students are often encouraged to use their imaginations with tasks such as invent an animal to live in an ecosystem. • Learning of different cultures through text, video clips, resources. • Topics such as India and China encourage students to understand that we live in a society that is accepting of all. This also comes out in topics such as crime and conflict. • Students also look at the ideas of stereotypes when studying other cultures and how these can lead to racism and a lack of understanding. • Time to reflect the awe and wonder of the world eg climate change – poetry 	
Modern foreign languages	<ul style="list-style-type: none"> • In speaking and writing students use language creatively to express their feelings & ideas • In all activities students are learning about life other countries and comparing this to their own experiences 	
Music	<ul style="list-style-type: none"> • Discussion of different cultures and backgrounds from where music comes from and genres • Through lyrics, pupils are encouraged to compare to own experiences and perform either instrumentally or vocally emotionally against lyrics/meaning of song • Creativity and imagination through composition 	<ul style="list-style-type: none"> • Time needed for pupils to individually/small group learn an instrument so they have the confidence to develop a further fascination in taking the performing skills further.
Drama	<ul style="list-style-type: none"> • Reflection activities before and after a devised piece from a stimulus 	



Edgbarrow School SMSC Audit - Autumn 2019

Subject/area	Evidence of current SMSC opportunities	Areas to develop
PE	<ul style="list-style-type: none">• The exploration of different cultures through dance• Mental wellbeing/spirituality yoga	<ul style="list-style-type: none">• Improve explanation of sporting cultures
PSHE	<ul style="list-style-type: none">• In PSHE all pupils have the opportunity to discuss other cultures, backgrounds and beliefs as well as the idea of cultural appropriation.• There is also a large emphasis on self-identity	<ul style="list-style-type: none">• Base learning more on the backgrounds at the school and the local area
Religious education	<ul style="list-style-type: none">• Extensive discussion in lessons about personal views, religious view, non-religious views• Students are consistently expected to express their feelings and ideas and raises questions about others perspectives• Students in RE enjoy the moral and religious discussions considered in lesson time, and willingly share their views/express concerns/raise questions.	<ul style="list-style-type: none">• To develop more creativity within lessons/activities for pupils to engage with.



Edgbarrow School SMSC Audit - Autumn 2019

Moral development

Through the curriculum, pupils develop:

- An ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- An understanding of the consequences of their behaviour and actions
- An 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

Subject/area	Evidence of current SMSC opportunities	Areas to develop
English	<ul style="list-style-type: none"> • Use of texts that look at the differences between right and wrong • Comprehension activities and questioning encourage pupils to debate consequences of actions and behaviour and apply this understanding to their own lives • Speaking and listening activities and class debates provide opportunities to discuss ethical issues and appreciate various viewpoints 	Ensure debating activities and speaking and listening activities are embedded in schemes of work for KS3.
Maths	<ul style="list-style-type: none"> • Our statistics work uses misleading data and requires interpretation of various scenarios 	
Science		
Art and design	<ul style="list-style-type: none"> • In upper school students investigate controversial topics within art • Students investigate how art can be used as a form of communication and used to convey messages <p>Photography student have to sign a form to use the school camera taking responsibility for the equipment and its use</p>	



Edgbarrow School SMSC Audit - Autumn 2019

Subject/area	Evidence of current SMSC opportunities	Areas to develop
Design and technology	<ul style="list-style-type: none"> • The right and wrong of behaviour in a work shop is always reflected upon when completing practical work • Clear consequences are always presented to students and followed through • Some opportunities for discussion around environmental impacts of products and materials is touched upon in all key stage areas 	
Social Science	<ul style="list-style-type: none"> • Through the teaching of research studies we examine the effects of the behaviour of others • In the research aspects of the course ethics and the impact of research on participants including socially sensitive research are considered • Applied questions on ethics in research scenarios' • In Health and Social Care the ethics of care and care values are considered 	
History	<ul style="list-style-type: none"> • Year 7 – Role of: Medieval Church and women in society, creation of the class system and other changes in society • Year 8 – Impact of Reformation on Britain, Industrialisation and Empire • Year 9 – Impact of war on society, development of equal franchise, concepts of democracy and dictatorship, ideology as a driving force in society eg. Communism v capitalism • Year 10 / 11 – Genocide seen through eyes of Native American Indians, Anti War Protest and role of media in society, importance of medical care and development of NHS, significance of the Church of England and its impact on society • Year 12/13 – Democracy and dictatorship, how society can fracture and move towards genocide through promotion of national identity and exclusion of minorities; social, economic, political and religious changes in England during the Tudor era. 	



Edgbarrow School SMSC Audit - Autumn 2019

Subject/area	Evidence of current SMSC opportunities	Areas to develop
Geography	<ul style="list-style-type: none"> The study of conflict and crime helps students understand what impact crime has on society and also the impacts of conflict both for those directly in the line of fire and for the rest of the world. Students study how as global citizens they can help in many ways both with issues here in the UK and issues abroad. Through limited debates we encourage students to understand and appreciate the viewpoints of others on these issues 	
Modern foreign languages	<ul style="list-style-type: none"> In all speaking and writing activities students are required to provide justification for their opinions and attitudes. These are challenged and developed as their linguistic knowledge grows. 	
Music	<ul style="list-style-type: none"> Understanding through different cultures about moral and ethical issues within song lyrics and stylistic qualities Treating people with respect during performances 	<ul style="list-style-type: none"> Students take time to develop necessary skills to respect each other while watching performances (listening, not distracting etc.)
Drama	<ul style="list-style-type: none"> Moral devised pieces of theatre Trips to theatre e.g. Blood brothers The gate escape activity – truancy Community theatre projects – bullying /teenage pregnancy 	<ul style="list-style-type: none">
PE	<ul style="list-style-type: none"> Application of rules, sportsmanship and gamesmanship in all lessons 	
PSHE	<ul style="list-style-type: none"> Discussions on the rule of the law Democracy Fairness Lots of emphasis on respect regardless of opinion Emphasis on opinion vs belief 	<ul style="list-style-type: none"> Keep referring back to current affairs so the pupils are more up to date with what is happening in the world right now



Edgbarrow School SMSC Audit - Autumn 2019

Subject/area	Evidence of current SMSC opportunities	Areas to develop
Religious education	<ul style="list-style-type: none">• Across all key stages, students consistently reflect on what it means to be 'moral' and how to apply this to their own lives and to society.• Students are encouraged to reflect on what appropriate punishments in society should be, or committing wrong acts. Further, pupils are encouraged to consider what might cause people to commit wrong acts.• Students study various ethical theories to consider what is right and wrong.	
Extra-curricular activities		



Edgbarrow School SMSC Audit - Autumn 2019

Social development

Through the curriculum, pupils develop:

- A 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
- A 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
- An 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Subject/area	Evidence of current SMSC opportunities	Areas to develop
English	<ul style="list-style-type: none"> • Group speaking and listening/drama activities enable pupils to develop social skills e.g. co-operation and team work • Individual speaking activities provide opportunities to express ideas and points of view 	Ensure British values are embedded in KS3 schemes of work.
Maths	<ul style="list-style-type: none"> • Our statistics work uses misleading data and requires interpretation of various scenarios 	
Science		
Art and design	<ul style="list-style-type: none"> • Group critiques teach students how to give constructive criticism that respectful to the student and their work • Upper School students help out on Open Evenings • Photographers take photos of school events • British artists and photographers are included in our programme of study 	
Design and technology	<ul style="list-style-type: none"> • Seating plans are used in the department to mix the students up but this is done mainly by ability • Students seem to naturally help each other out in practical lessons 	



Edgbarrow School SMSC Audit - Autumn 2019

Subject/area	Evidence of current SMSC opportunities	Areas to develop
Social Science	<ul style="list-style-type: none">• Students are encouraged to work cooperatively when opportunities arise• Examining social inequality and difference fosters respect for others, greater understanding and empathy towards different groups	
History	<ul style="list-style-type: none">• Year 7 – Role of: Medieval Church and women in society, creation of the class system and other changes in society• Year 8 – Impact of Reformation on Britain, Industrialisation and Empire• Year 9 – Impact of war on society, development of equal franchise, concepts of democracy and dictatorship, ideology as a driving force in society eg. Communism v capitalism• Year 10 / 11 – Genocide seen through eyes of Native American Indians, Anti War Protest and role of media in society, importance of medical care and development of NHS, significance of the Church of England and its impact on society• Year 12/13 – Democracy and dictatorship, how society can fracture and move towards genocide through promotion of national identity and exclusion of minorities; social, economic, political and religious changes in England during the Tudor era.	
Geography	<ul style="list-style-type: none">• Students complete group work often and are encouraged to work with different people often• Students also look at the ideas of fair trade, sustainability, green energy, resources insecurity (such as water, food and energy) and the issues this has on quality of life and development.• Students also study the work of NGO in disaster zones and areas that suffer due to conflict or other.	



Edgbarrow School SMSC Audit - Autumn 2019

Subject/area	Evidence of current SMSC opportunities	Areas to develop
Modern foreign languages	<ul style="list-style-type: none"> Students work in pairs and groups in every lesson, developing team working skills and communication skills. They are expected to be supportive of different experiences and abilities in speaking activities. 	
Music	<ul style="list-style-type: none"> Group work opportunities within every lesson as well as learning how to cooperate with others who they don't usually work with 	<ul style="list-style-type: none"> Opportunities to perform more within the community – time is needed to be given to allow this to happen to get students rehearsed
Drama	<ul style="list-style-type: none"> Working with others in groups different contexts British values delivered through community project year 9 Responding to stimuli looking at different social issues 	<ul style="list-style-type: none">
PE	<ul style="list-style-type: none"> Developing teamwork and leadership skills in all lessons Leadership awards YA programme 	
PSHE	<ul style="list-style-type: none"> Group work often takes place in lessons Group discussions and debates that require pupils to have respect for one another, learn how to work fairly with each other and listen to what others have to say All facilitated by the form tutor 	
Religious education	<ul style="list-style-type: none"> Students are consistently encouraged to share their own religious views/beliefs during class discussion to help others understand a range of different views and beliefs. Regular group work activities and discussion enable pupils to develop respect and empathy towards other views and ways of life. Students study conflict at GCSE, and consider whether or not going to war is necessary and just, or should there be other ways to resolve conflict. Pupils in RE are consistently reflecting on British Values 	<ul style="list-style-type: none"> Opportunities to become more involved with volunteering

Edgbarrow School SMSC Audit - Autumn 2019



Subject/area	Evidence of current SMSC opportunities	Areas to develop
Extra-curricular activities		



Edgbarrow School SMSC Audit - Autumn 2019

Cultural development

Through the curriculum, pupils develop:

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- An understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- A knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities

Subject/area	Evidence of current SMSC opportunities	Areas to develop
English	<ul style="list-style-type: none"> • Texts used help pupils to explore and understand different cultures and backgrounds e.g. black history, LGBT • Visits from local poets and authors built into the curriculum • Study of heritage Literature texts • Visit by theatre group 	Ensuring students are made aware of cultural capital during study of English Language and Literature texts.
Maths	<ul style="list-style-type: none"> • The students see a variety of names from different cultures used on exam questions. 	
Science		
Art and design	<ul style="list-style-type: none"> • Both historical and contemporary are used by students to influence their work • Artists' cultural background can often be seen in their artwork, students are asked to reflect on this • In a selection of projects students are asked to respond to current affairs • Students analyse artwork and are asked to reflect on the mood of the piece to reflect on how are artist might feel 	



Edgbarrow School SMSC Audit - Autumn 2019

Subject/area	Evidence of current SMSC opportunities	Areas to develop
	<ul style="list-style-type: none"> Year 7 African arts group project 	
Design and technology		<ul style="list-style-type: none"> I think this area would be an area to develop within D&T, but would currently mean project changes within the department
Social Science	<ul style="list-style-type: none"> Students are encouraged to consider research issues such as cultural bias and how these may limit the validity of research In sociology cultural and ethnic differences are explained in relation to social diversity In Health and Social Care culture is considered in relations to emotional and intellectual development 	
History	<ul style="list-style-type: none"> Year 7 – Role of: Medieval Church and women in society, creation of the class system and other changes in society Year 8 – Impact of Reformation on Britain, Industrialisation and Empire Year 9 – Impact of war on society, development of equal franchise, concepts of democracy and dictatorship, ideology as a driving force in society eg. Communism v capitalism Year 10 / 11 – Genocide seen through eyes of Native American Indians, Anti War Protest and role of media in society, importance of medical care and development of NHS, significance of the Church of England and its impact on society Year 12/13 – Democracy and dictatorship, how society can fracture and move towards genocide through promotion of national identity and exclusion of minorities; social, economic, political and religious changes in England during the Tudor era. 	



Edgbarrow School SMSC Audit - Autumn 2019

Subject/area	Evidence of current SMSC opportunities	Areas to develop
Geography	<ul style="list-style-type: none"> Students are encouraged from year 7 to celebrate their backgrounds and where their heritage. They are encouraged to share their experiences with the class and discuss these. At GCSE the study of London and its ethnic make up are discussed and shown to be a positive part of British society. 	<ul style="list-style-type: none"> I would say as a school we do have some opportunity's but as a school I would say this is a weak spot. This will be partly to do with our schools' location. More work I believe should be done on this both in department and in school. I think a lot of what is done just pays lip service. (hope that makes sense not moaning of judging just thoughts on this on this section).
Modern foreign languages	<p>The year 8 & year 9 Cultural Studies curriculum give students a broad understanding of the culture, arts, traditions and languages of key European nations. Students also study the differences in Francophone and Hispanic cultures around the world to develop an appreciation of difference and the cultural benefits to their own society from other nations.</p>	
Music	<ul style="list-style-type: none"> Lyrics used help pupils to explore and understand different cultures and backgrounds e.g. Rastafarian, LGBT Visits from local musical industry experts built into the curriculum Visits to theatres Extra curricular activities e.g. orchestra choir School Production African arts group project year 7 	<ul style="list-style-type: none"> More opportunities to play on world instruments
Drama	<ul style="list-style-type: none"> Live theatre Texts -Our country's good Year 7 African arts group sessions 	<ul style="list-style-type: none">
PE	<ul style="list-style-type: none"> Extensive extracurricular programme Numerous opportunities to represent the school as leaders and athletes Visit of athlete from Nigeria 	



Edgbarrow School SMSC Audit - Autumn 2019

Subject/area	Evidence of current SMSC opportunities	Areas to develop
PSHE	<ul style="list-style-type: none">• Use of role models in lessons from different cultures and backgrounds to appeal to different pupils and educate them all	
Religious education	<ul style="list-style-type: none">• Through lesson time and through religious places of worship visits, pupils are consistently encouraged to experience all cultures and heritages.• Pupils study an extensive in depth study of Islam and other world religions dominant within the UK.• School visit to the Jewish Museum and meeting a Holocaust survivor.• In lessons, students are encouraged to speak respectfully about all religions and cultures.	<ul style="list-style-type: none">• To develop a knowledge of Britain's democratic parliamentary system and its central role in shaping history and values in our SOW
Extra-curricular activities		