

## SMSC CURRICULUM MAP –

Please note this is not an exhaustive list, just some examples of what takes place across the curriculum.

	Spiritual Development	Moral Development	Social Development	Cultural Development
<b>English</b>	Theatre visits, opportunities to students to express their creativity and understanding of other cultures through their study of literature and non-fiction texts. Competitions and clubs.	Romeo and Juliet – exploring choices made and moral values. Lord of the Flies – exploring communities and moral dilemmas. Of Mice and Men – discrimination and social issues.	Speaking and listening – group discussions, presentations, drama role play and hot seating – team learning.	Poetry from other cultures, understanding different cultures and experiences.
<b>Mathematics</b>	Developing deep thinking and questioning on mathematics and how it fits into the world around them,.	Looking at Maths in real life contexts, applying and exploring the skills required to solve various problems.	Problem solving skills and team work, through creative thinking, discussions, explaining and presenting ideas.	Mathematics is a universal language with lots of different cultural inputs throughout history, students are taught about these.
<b>Science</b>	Experiencing awe and wonder through exploration of evolution e.g. Big Bang, birth. Exploring values and beliefs e.g. use of stem cells morality of blood transfusions, impact of pollution.	Investigating moral values and ethical issues e.g. ethics of human organ transplantation. Recognising right from wrong and applying it e.g. deforestation.	Developing personal qualities and social skills e.g. listening to others opinions, working in groups. Participating cooperatively and resolving conflict e.g. taking part in debates.	Exploring understating and respecting diversity e.g. genetic variation, biodiversity. Participating responding to cultural activities e.g. Science Week.
<b>ICT</b>	Reflect on their own and others’ lives and the impact of ICT.	Learn about legislation and codes of practice e.g. copyright.	Look at security risks to data and how to reduce these.	Explore changing leisure patterns and work practices, privacy and confidentiality of data.
<b>Geography</b>	Reflection on landscapes and environments. Fieldtrips to appreciate the landforms and processes students have learnt about.	Moral questions e.g. population control, world health issues	Exploring issues surrounding sustainable society	Migration and diversity.
<b>History</b>	Sense of curiosity through questioning how and why? Visit to Belgium and Jewish Museum.	Looking at historical events in line with own personal values, principles and actions e.g. who was to blame for start of WWI.	Exploring social issues and the needs of different groups of people e.g. women and WWII.	Looking at ‘Britishness’ and contribution of other cultures e.g. Blitz Spirit.
<b>Sociology</b>	Look at the work of Professor Zimbardo and Jane Elliot in researching obedience.	Debates on changes in family types,	How beliefs have an impact on education, family and law.	Students look at other cultural and social influences on behaviour, norms and values. Challenging stereotypes e.g. gender based.
<b>PSHEe</b>	Respect for self and others.	A willingness to express their views on ethical issues and personal values.	Working successfully as a member of a group.	
<b>RE</b>	Opportunities to consider their own spiritual standpoint and those of others. Developing a curiosity about different religious views and debates on good and evil.	Ability to make responsible and reasoned judgements on moral dilemmas. Debates e.g. euthanasia and morality of war.	What it means to live in a multi faith society and debate impact of this on community cohesion.	Appreciating cultural diversity and giving respect to other peoples values and beliefs – what it means to be part of a diverse community.
<b>Design and Technology</b>	Creative thinking and innovation which leads to self-confidence and belief in ones abilities.	Wider impacts of design of products on the environment. Thinking of the R’s and the environment.	Students need to accept responsibility for their behaviour and the safety of others.	Projects with links to cultures and heritage.
<b>Food Technology</b>	Adapting, making and evaluating products allows students to be creative and get a sense of challenge, pride and self-fulfilment.	Communicating and working with others. Keeping themselves and others safe. Questioning sustainability of food, slaughter of animals and use of Fairtrade products..	Students given opportunities to develop team working skills and to take responsibility for their own learning.	Working with a range of ingredients and recipes from other cultures.
<b>Textiles</b>	Cultural/historical references for projects - use of different themes as starting point.	Responsible design ideas. Sustainability. Renewable resources. Impact of mass production.	Peer and group support. Team work responsible for tables cleaning up and challenging unacceptable behaviour and comments. Y9 visit/talk from TRAIID.	Links with Saatchi gallery, Ravensbourne University abd Central St Martins University.
<b>Art</b>	Students are encouraged to show individuality.	Opportunities to research and represent an issue through art e.g. war and peace.	Work is celebrated by been displayed.	Looking at artists ideas and concepts – looking at cultures, beliefs and religions.
<b>Business Studies</b>	Employment Laws e.g. Sexism and Discrimination Act.	Explore laws and how they impact businesses.	Students look at team work and impact of leadership.	Changes in society locally, nationally and globally.
<b>PE</b>	Sense of enjoyment and creativity e.g. sequence and choreography in trampolining. Through dance expressing emotions.	Fair play, applauding the opposition, sportsmanship, students abide by rules each lesson and helping peers. Use of performance enhancing drugs and match fixing.	Student lead warmup activities, team captains, lunchtime and afterschool clubs working with different people.	Dance e.g. world dance e.g. Bollywood, salsa. Sports Day.
<b>MFL</b>	Sense of identity via language, culture and tradition. Cultural awareness lessons on different religious festivals. Language/countries they study or their own.	Classroom rules and classroom practise.	MFL ambassadors.	Bastille Day assemblies. Understanding European cultures.
<b>Performing Arts</b>	Song writing.	Exploring moral dilemmas e.g. through DARE unit of work.	Developing into mature, confident young adults through work and performances. Music concerts. Christmas Play.	Looking at other cultures, communities and social groups in different situations.
<b>Assemblies</b>	Looking after the environment. Understanding feelings e.g. Remembrance Assemblies.	Accepting school rules, promoting self-esteem, investigating moral values and ethical issues e.g. Anti-Bullying Week.	Understanding of Rights and Responsibilities for all, promotion of charities e.g. Jeans for Genes Day	Encouraging tolerance and appreciation of the beliefs, values and customs of different cultures e.g. Tutor led assemblies.