



Monkseaton High School

Spiritual, moral, social and cultural Education

What is SMSC?

Student's spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes the need to develop their own perspective on life whilst respecting the faiths, feelings and values of others.

Student's moral development involves students acquiring an understanding of the difference between right and wrong and to understand and respect the civil and criminal law of Britain; demonstrating a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Student's social development involves students acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Student's cultural development involves students acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

SMSC at Monkseaton High School

At Monkseaton High School we believe that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to

learn, grow and achieve and it is this belief that drives the fundamental ethos of the school. We aim to provide students with opportunities both inside and outside the classroom to explore their identity as part of a small caring community and develop a growing awareness of their roles and responsibilities as citizen of a democratic modern Britain as well as a global citizen.

We are a truly inclusive school and we have high expectations of both our staff and students; we actively promote the idea of 'being the best you can be', this relates to all aspects of life in school as we build students capacity to reflect on 'where they are', 'where they want to be' and how we can work together to achieve success. We aim to build resilience and self-awareness whilst fostering 'due regard' for the needs and feelings of others.

In an ever shrinking world, we recognise the importance of helping students explore the 'world beyond their doorstep' and promoting their understanding of the important role they can play in shaping their own future as well as that of their families, local communities and beyond. 'Community' is a key feature of school life at Monkseaton and we pride ourselves on our strong relationships within school and with our stakeholders; we actively seek out opportunities for our students to meet new people, try new activities, experience new environments and challenge their thinking around a wide range of subjects.

We believe that all subjects have a role to play in developing learners who are curious, imaginative and reflective; able to identify and build on their strengths and recognise and work on their weaknesses. We recognise that this is a joint responsibility with staff responsible for preparing exciting and challenging lessons for learners who are engaged and motivated. Students are actively encouraged to look beyond the obvious and explore the more far-reaching implications of what they are learning.

Evidence of SMSC

Contributions to spiritual, social, moral and cultural education of our students come from throughout the school; in addition to that provided by PSHE (IL) lessons, individual departments contribute significantly to our aims.

English:

In English in all Key Stages students need to demonstrate that they can write creatively for a range of audiences, purposes and forms. We actively encourage creative writing, not only as part of our study of English in all key stages but also by offering a range of extra-curricular opportunities including short story and poetry competitions. Another way we have tried to develop this creativity is by improving our delivery of speaking and listening assessment objectives. There are now more opportunities for all students to adopt different roles and use imaginative and creative responses. This has also improved some students' social skills and participation. We have found that starting in Yr 9 has had an impact on our Speaking and Listening results at KS4. Students are less reluctant to take part and are able to improve their performance over 3 years. Even though Speaking and Listening now no longer counts towards their GCSE, we will continue to allow students to develop their skills.

Much of our content in Literature deals with the lives of people from different time periods and cultures. Students have reacted positively to this and have brought their own understanding of such things to their lessons. The study of non-fiction texts is a large part of the study of English in all key stages. This can include newspaper articles, travel writing, informative, entertaining and persuasive texts. These cover a range of topics including a broad range of issues to do with the environment, society at large, technology and issues relating to young people. These promote a wider understanding of our world and encourage students to comment critically on how points of view are presented and can be challenged.

Maths

Students experience a wide range of teaching & learning activities which help to improve their social skills & participation in lessons.

Throughout the curriculum there are frequent references to the history of Maths & mathematicians, resulting in a wide range of cultures & ethnic groups being discussed.

We have an exciting & varied enrichment programme in Maths for students to participate in, including regular participation in the UK Mathematical Trust 'Maths Challenges', regular team competitions against other schools, regular events & conferences at local universities & an annual trip to the Maths Inspiration event at the Theatre Royal. In a recent North Tyneside 'Mathlete' event one of our students came first overall.

Over the last year we have had 2 whole-school Numeracy events (Number Day & Pi Day) & these will continue in future. We are also looking forward to launching our 7-week extended tutorial programmes with years 9 & 10 during the next few months.

Science

The Department has continued to extend the extracurricular activities it offers. The Leading Edge project with year 9 students being a particular highlight; students have also been involved in visits to: universities, the Centre for Life, Medicine and Dentistry days, The British Science Festival as well talks and activities run by STEM ambassadors. Last year we further developed our enrichment programme for our year 10 high achievers to include industry visits, university visits and workshops. I believe this contributed to the successful results for year 10. We have decided to offer the opportunity for the students who did well in Core to take Further Additional Science.

Creativity is encouraged and developed in all aspects Science education at MHS. The curriculum allows many opportunities for discussion and debate on social, ethical and moral issues for example environmental issues and health. Staff ensure that such issues are taught in a current and relevant context

Students constantly develop SMSC understanding through working in differentiated groups. Department expectations of students are high both within and outside of lessons. The teacher as 'role-model' is consistent at every interaction with students and praise is given when exemplar social skills and behaviour are displayed. Students are encouraged to show respect when they listen to peers and when communicating

opinions across to peers. This behaviour and positive atmosphere is clearly evident within the Science department.

MFL

This is a particular strength for MFL as our subject lends itself very well to the development of SMSC. All language lessons seek to develop key communication skills through the activities we teach.

- Students are supported to overcome barriers to learning, especially relevant in year 9 Spanish where a number of students come in having studied no Spanish before.
- European day of Languages in September is heavily promoted which will see language lessons being delivered through cookery, art and sport.
- Extra-curricular language club runs each week and has recently been launched as language café with a new programme of events.
- The year 9 Spanish curriculum has a strong cultural element which students really enjoy and this informs them of the culture of Spain and Latin America which develops and encourages curiosity in the wider world.
- Specific lessons are taught at key times of the year to promote celebrations in other cultures, such as Bastille Day in France.
- Year 10 students are given a Spanish correspondent at the beginning of the year and we wish to establish new contacts with a potential partner school in Spain.
- We have taken various trips to a genuine Spanish tapas restaurant
- All language classrooms have engaging, interesting displays which encourages curiosity in other cultures.
- We are in the process of establishing links with various language based groups in the region, links into languages, Tyneside cinema to further facilitate the development of SMSC
- There was lots of KS3 promotion this year through visits to the university, speakers who visited us and a KS3 Christmas themed day to promote languages outside the classroom.
- We have recently purchased genuine reading material in the target language and encourage students to read it through our displays in the library and in classrooms.
- A very successful residential trip to Barcelona in Spain took place this year with 34 students from years 9-13 travelling to Barcelona. This trip provided first-hand experience of Spanish culture and way of life.

Psychology and Sociology

SMSC is integral to both Psychology and Sociology both in the subject content and also in the pedagogy we implement in our teaching. Students learn specifically and

explicitly about factors affecting different groups in society and different types of people. In particular, class, ethnicity and gender are central themes within Sociology specifically and Psychology examines the roles of culture, individual differences and gender through many topic areas. While exploring this diversity students are encouraged to think critically about the way these interact and the influence they have on behaviour and society. Importantly, they do this in a cooperative and inclusive environment. Using different methods of communication they often work together, in pairs or independently and learn to be respectful of many differing viewpoints.

SMSC is also evident in our intervention sessions which specifically and purposely address the specific needs of various types of students and learning styles. Specifically, the Sociology course includes some cultural visits.

We pride ourselves in the positive relationships we have with our students and which we encourage in our department.

Art

By its nature Art nurtures creativity in all students and offers an opportunity to make realistic links between science, and business studies through the fashion industry. Students are encouraged to have a strong moral sense through discussion and analysis of topics such as Fair trade, Animal Rights, Consumer rights and Health and Safety.

We have adopted a very giving and supportive atmosphere, using peer feedback and group critiques to develop students' skills in constructive criticism, giving and receiving feedback and sharing ideas and viewpoints. The classrooms are a pleasant place to work in, with regularly updated displays, and students are often pleased to see their work displayed quickly. The open nature of KS5 ensures that younger students are inspired by successful outcomes at As and A2 and this often cushions the high standards set throughout the year groups.

Appreciation of different cultures is vital in art and textiles as coursework questions and exam papers often include a reference to other cultures and traditions. We work with students to ensure a wide view of cultures is considered and stereotyping is avoided. This is also reflected in the consideration of cultural issues included in the syllabus whereby students consider the cultural expectations of their client and how they can be met through successful design.

High standards are set within the department through display, discussion and objective setting and students enjoy seeing their successes and often use their own time to make improvements to practical work within the department.

To extend students experiences and appreciation of art and textiles we have annual visits to galleries and the Birmingham Fashion Show. This gives students the opportunity to be inspired and enthused by current trends and ways of working in art. We also offer enrichment activities throughout the year with a daily dinner catch up club and after school clubs for 6th form. There are also opportunities for students to pick painting and textiles workshops throughout activities week which encourages students to relate to others and to work with others for the common good. They

display a sense of belonging and an increasing willingness to participate on these days which helps to develop the knowledge, skills, understanding, qualities and attitudes they require to achieve their potential.

Design technology

Pupils' Social Moral Spiritual & Cultural is developed in design & technology in a number of ways. We believe in educating our students to think about the impact of their designing and making on the environment and people. Sustainability and the clear understanding of how this is applied to designing new products are crucial if we are to protect the world's natural resources.

Mutual respect can be at risk through the process of peer evaluation of each other's work and standards. We encourage our students to take criticism positively and to articulate their views in a respectful and sensitive way. We support this through the development of prior mistakes as a motivator to learn and succeed. We support students search for Meaning and Purpose through encouraging creativity in projects and challenge them with the varied level questioning, (How will my designing benefit humanity?). Students draw upon a variety of sources for inspiration. Many of these are natural but true creativity comes from the freedom to explore within more open ended projects.

Spiritual development is of high importance in design & technology. The process of creative thinking and innovation inspires students to bring out undiscovered talents, which allows a self-confidence and belief in their abilities. It also challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome. Within our schemes of work we seek to develop these in all pupils.

In design & technology we seek to develop a sense of 'moral conscience' in our students, through focusing upon the moral dilemmas raised in designing and making new products. We teach students to understand the wider impacts on the environment when designing and making new products and expect them to consider carefully the materials & components they will use when designing and making. We encourage sustainable thinking through the active application of the

'6 R's' and to highlight the impact on environmentally sensitive areas of the world.

Some examples of SMSC in Technology are

- Equal Opportunities are taught through collaborative and team learning. Valuing contributions of all and celebrating these as well as outcomes. We try to instil in students that the journey is as important as the outcome because that is where true understanding is gained. Illustrated in the current Design Ventura Project where pupils work in Enterprise teams. Using democracy to make key decisions within the groups.
- Students are taught about the moral choices facing designers & manufacturers when deciding on materials. Students use the six 'Rs' of sustainability to understand and apply ways of conserving the earth's resources. Focus on recycling in food and how to manage portion sizes to minimise waste helps students to connect with the dilemmas of those who do not have an abundance of food.

- In Resistant Materials Students are taught about the moral dilemmas created by technological activities. Through discussion students look at the wider implications of using materials from non-renewable sources. Students do at least one project using recycled materials for example; clocks and key rings made from recycled acrylic and plastics. They also have to justify the selection & use of materials in projects
- we aim to develop wider cultural awareness in year 9 design and technology through projects that have a connection with our past heritage and how our industrial routes have shaped our nation.
- We seek to expand student's knowledge of other cultures influences on design and manufacture including an increasing awareness of the influences digital manufacturing developments from other countries is having on the designing and making of products that we use.

Media Studies

In Media Studies we encourage student curiosity about the world in which they live and this is heightened and engaged through the texts we study. The texts used are not all mainstream and are selected to provide students with new experiences.

As part of GCSE Media Studies in year 10, for example, students studied the South African film *Tsotsi*, which challenges their conceptions of right and wrong. An integral part of analysing any media text is to look at the representation of groups of people. Students at both key stage 4 and 5 have decoded the ideological messages in texts, unpicking the embedded meanings that institutions wish to make about a range of social groups. This includes the study of: gender; age; sexuality; ethnicity; disability; social class and regional identity. Students perform semiotic analyses to unpick the nuances of media texts and are asked to challenge the stereotypes.

The teaching of Media Studies makes much use of Kagan structures and SOLO Taxonomy, which require students to engage with the others in their team and the wider class. Such strategies encourage them to support each other and to respect the needs of others.

Physical Education.

Physical Education lends itself very well to developing all aspects of SMSC. Having achieved the Sainsbury's School Games Silver kitemark for commitment to the development of competition across school and the community in 2013-14 we believe we cover many aspects in a detailed manner. SMSC is actively promoted in many ways, through passion, belief, respect, determination, honesty and teamwork.

Team based activities in lessons involve cooperation, teamwork, an element of competition, application and adherence to rules, self –discipline within the activity and a promotion of fair play and sportsmanship.

Individual activities provide the opportunity for self-reflection, awareness and challenge

Spiritual Development in PE

During the range of activities that students participate in, whether core PE lessons, BTEC Sport lessons, exam subjects or extra-curricular PE sessions students develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Students are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their experiences.

Examples: Assemblies have been held on Enrichment using the 'Gamesmakers' from London 2012 as an example of enrichment. 6th form involvement in sports day leading activities. Duke of Edinburgh – different environments. National School Sports Week with the opportunity to try different sports. AS Level PE explores the journey of British sport and how it has developed through the ages and explores the role it played within communities, they also explored how religion had an impact on early sport.

Moral Development in PE

PE in general teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.

The concepts of self-discipline to excel are essential. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.

Year 10 & 11

- Moral dilemmas in sport are always hitting the headlines. In GCSE PE students investigate into deviance issues in sport such as the use of performance enhancing drugs

Sixth form

- Level 3 BTEC Sport and A Level PE all cover topics of deviance issues

Additional activities for all years including extracurricular clubs

- Praise postcards regularly sent home
- Rewards events – School Awards
- Community Sports Leadership Award – 6th Form enrichment
- Tennis Leaders Award – Year 9 Girls
- Badminton Young Leaders Award – Year 11 GCSE students
- Level 1 FA Coaching Award – 6th Form Football Academy

Social Development in PE

Students in PE use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic

backgrounds. The willingness to participate in a variety of social setting, cooperating well with others and being able to resolve conflicts effectively. An interest in, and understanding of, the way communities and societies function at a variety of levels.

In lessons

Many practical lessons provide students with the chance to lead warm-ups, skill practices and officiate games to enhance social skills.

Sports teams and activities

- Sports activities and teams ran at lunchtime and after-school focuses upon developing pupil's social skills such as meeting new people, communicating with others and how to communicate with adults i.e. referees.
- Team captains are integral to our sports teams, liaising with everyone in the team and often having to speak and work with the opposing teams from all over the country. Pupils not only play against other schools within the Region but also nationally.

Cultural Development in PE

The PE department 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. Study of different countries sporting ethos within AS/A2 and BTEC sport.

Visit to Highborrans Outdoor Education Centre.

Visit to Northumbria University Sports Studies department.

Visit to Body World's exhibition at Centre for Life

Business Studies and ICT

Increase social skills used during lessons (social) - a key focus this year is getting KS4 and KS5 students used to group working and co-operative learning.

Continue to develop creativity in lessons and opportunities for students to use their imagination (spiritual) - Use for computational thinking but make less structured, allowing students the freedom to use their imagination.

Believe in own ability and have belief in self (spiritual) - Have not only a school target but also an aspirational target and develop expectations to work towards. This will be referred to if teacher needs to modify student's behaviour. KS5 aspire programme.

Use behaviour systems and refer to expectations to allow students to modify behaviour (moral) - Each class have developed expectations of both the teacher and themselves. These are referred to both reward and to modify behaviour. Internal report card to be used to monitor those students who need correction.

History

The History Department makes a good and positive contribution to the overall personal development of its students, whether in helping students to appreciate the skills and attitudes to participate in democratic, modern Britain or to explore different

cultures and societies, both past and present. In addition the History Department is able to inform the tutorial programme for Remembrance and Holocaust Memorial Day. Lessons at all key stages are planned and delivered to provide opportunities for challenge, creativity, enjoyment and achievement within the classroom at all levels. Each key stage is planned to build and embed the analytical skills and research steps needed to access the next key stage, but all students are treated to Horrible Histories.

At Key Stage 3 all students follow a planned and structured course based on 20th Century History, with a specific focus on conflict and its resolution. Human rights and responsibilities are central to the KS3 course and all of the themes are presented with an emphasis on research, analysis and debating skills. Photographs of whiteboard diagrams and shared artwork are numerous to reflect and present the big picture of WW1, storyboarding the life of a young Jewish girl and an analysis of the conflicting interpretations of the assassination of JFK. Animoto videos are created to watch with students and celebrate their success.

This continues at KS4 where GCSE students evaluate change and continuity within the justice system; rights and responsibilities of citizens and their various governments are central to the KS4 course on Crime and Punishment, Germany 1918-45 and terrorism in the 21st Century, building on research, analysis and debating skills. In addition to whiteboard flow diagrams to explain the process of smuggling, or Puritan crime and punishment, students created and performed raps on Weimar Germany in the 1920s. The unit on terrorism is a clear case for enrichment within lessons as the process of locating and analysing broadsheet, tabloid and online news both from a national and international perspective proved highly motivational for many Year 11 students.

At KS5, analysing past societies from a political, economic, military, religious, social and cultural perspective whilst emphasising independent research and debate, are integral to A Level success. Constructing argumentative and balanced, reasoned arguments are a sixth form staple and we build confidence by encouraging verbal debate with paired work, alongside board work interpreting Elizabethan portraiture, creating raps on the Spanish Armada, as well as delivering, a party political broadcast on behalf of the various revolutionary groups in Russia in the 19th Century.

We have afforded AS and A2 students a variety of enrichment activities. **Year 13** students enrolled at the Robinson Library (June 2013) to assist with wider reading and independent research, following a guided tour and introduction to university research skills. Our A2 students made a visit to Edinburgh in September 2014 to hear lectures by Dr. John Guy on Mary, Queen of Scots and to visit the accompanying exhibition at the Museum of Scotland. Two A2 students, Beth and Rachel, participated in the 'Lessons from the Holocaust' programme and then delivered assemblies to every year group. Rachel then used this experience as the basis of her A2 Art portfolio. **Year 12** students made 2 day visits during Activities Week, in conjunction with the Geography Department, to Edinburgh to visit the Scottish Parliament and Holyrood Palace, followed by a field study visit to the site of the Battle of Flodden in Northumberland, and Etal Castle, for the accompanying exhibition. Year 9 and 10 students went to the cinema to see 'The Book Thief' in March 2014 to provide context for the study of World War Two and persecution. In addition Year 10 made a visit to

York in December 2013 to undertake a visit to York Minster and York Dungeons. We endeavour to provide an external enrichment opportunity for all students.

Through a Teaching and Learning group, the History Department has assisted in the Development of the school library and has purchased a large number of texts for student research. Extension reading material is available for A Level students on SharePoint.

Geography

- Schemes of work incorporate a variety of different teaching methods and opportunities for differentiation.
- Discussion is an important part of all courses especially looking at different viewpoints linked to religion, culture, socio-economic data and age etc.
- Appreciation of different cultures and breaking down stereotypes is particularly important and this is especially prominent when studying topics on immigration and development.
- In new Yr9 joint unit produced with History department will help to teach cross-curricular issues and values linking the two subjects and helping students apply knowledge often from their own research and learning from the past to help plan for the future.
- Field trips are an important part of the curriculum offered to places such as Ingram Valley, NE coast, Edinburgh and Newcastle for urban redevelopment. This helps pupils to both work in groups and independently and promotes building of social and team skills which pupils will benefit from not just at school but in the workplace.

Music

Creativity is encouraged and developed in all aspects of Music education at MHS. The learning and teaching of music is a fully inclusive aspect of lessons and students constantly develop SMSC understanding through working in differentiated groups. Department expectations of students are high both within and outside of lessons. The teacher as 'role-model' is consistent at every interaction with students and praise is given when exemplar social skills and behaviour are displayed. Students are encouraged to show respect when they listen to peer performances and when communicating opinions across to peers. This behaviour and positive atmosphere is clearly evident within the music department.

Differentiated seating plans in lessons and fully inclusive extracurricular activities eliminate some barriers to learning. Educational outings to 'The Sage Gateshead' have taken place, students performed as part of North Tyneside collaborative schools music show 'Party In The Park' and showcases in school by professional musicians have enhanced students artistic and cultural opportunities and experiences. Music at Monkseaton High School promotes the successful collaboration of students, working creatively alongside each other towards a shared goal. Students respect their peers' views and express themselves responsibly, with understanding of right and wrong.

Students learn about different worldwide cultural traditions whilst undergoing the study of World music. Understanding of racial segregation is gained through the study of Blues music. Jamaican life and Rastafarian religion is studied in the study of

Reggae music. Historical and social understanding of musical styles and genres is promoted so students have a well-rounded and complete knowledge of context. Students are encouraged to learn and display effective discussion skills to challenge ideas and attitudes about society in order to understand how to participate in democratic, modern Britain.

Beyond the Curriculum:

Beyond curriculum provision, the principles and content of SMSC are actively promoted in a variety of different ways:

- The assembly programme which is delivered by a range of staff and external speakers is always linked to SMSC themes
- The tutorial programme, planned by Pastoral RALS and delivered by tutors, is generally linked to SMSC themes
- Extended assembly slots and 'Drop Down Days' allow for exploration of SMSC themes
- PSHE which is delivered in curriculum time to all year 9 and 10 students links closely to the SMSC themes
- Our extensive extra-curricular and enrichment programme strongly supports and promotes our SMSC aims.
- Our students are actively encouraged to get involved in a wide range of fund raising activities for a range of charities.
- Our students are encouraged to volunteer to support in school for example the 'paired reading' programme and in class support and in the wider community for example....
- SMSC activities week.
- Duke of Edinburgh scheme

LINKS WITH THE WIDER COMMUNITY

- Visitors are welcomed into our school.
- Visits to places of worship, cultural venues such as theatres, cinemas and libraries are actively encouraged.
- Visiting groups such as theatre or musical events are planned throughout the year
- Links with our local old peoples home

MONITORING

- Provision for SMSC is monitored and reviewed by the SLT, teachers and Governors.
- Staff share good practice with regard to SMSC during departmental and whole school CPD
- Departments evaluate their practice with regard to CPD through departmental SEF
- The implementation of this policy is the responsibility of all staff.