Faculty	Social	Moral	Spiritual	Cultural	Examples of SMSC and British values activities
D&T	At KS3 students undertake design activities in teams when designing and testing structures.  KS3 Structures and enterprise projects both require students to work as members of a team.  Consideration of alternative solutions to problems and making informed decisions based on the views of others.  Consumer issues and the work of organisations such as the BSI and the Intellectual Property Office.  In D&T, students are taught to respect the ideas and values of other students through speaking and listening.	Students are taught to take responsibility for their actions when completing practical activities. They complete risk assessments and consider the health and safety of others.  Students consider the consequences of poorly designed products. They are encouraged to consider the needs of the consumer and ensure that products that they produce have the potential to meet the needs of others.  The need to design sustainable products is emphasised in all design activities.  Students are taught that a designer has a moral responsibility in relation to the needs of the consumer and the environment. Well-designed products are solar, cyclic and safe.	When designing products students consider the needs of consumers and potential clients.  Students carefully consider alternative solutions to problems and make informed decisions when selecting the best proposal. They reflect upon the consequences of products that have been designed by themselves and other people.  Students are encouraged to examine modern technological developments and the potential implications for individuals and the environment.  Students are encouraged to consider new ideas through speaking and listening to others.  Creativity is developed across the faculty as students undertake a wide range of design problems. Imaginative solutions are given full credit and are shared with others.	Students evaluate products that have been designed to meet the needs of other times and other cultures.  Students study the work of designers, engineers and design movements. They evaluate iconic products and consider their significance in relation to both form and function.  Through studying the achievements of well-known engineers and designers  Modern and smart materials are studied at all key stages. Students experience new procedures and techniques as they develop solutions to a variety of problems.	Students are encouraged to investigate the world in which they live through reverse engineering and attribute analysis of products and systems. They use sources of inspiration such as bio mimicry to solve technological problems.  In D&T students are taught about consumer law and the wok of organisations such as the BSI and the HSE. They are made aware of intellectual property and various ways in which this can be protected. Health and safety issues are given full consideration and students are encouraged to be involved in the completion of risk assessments before undertaking practical activities.  In D&T students are taught about the need for a healthy diet and how to make informed choices about the food that they eat.

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Ex Arts - Art and Photography	Student work is celebrated via exhibition throughout school and also in the local community at Chipping Sodbury Festival.  Students complete artist research across Key Stages 3, 4 and P-16.  Students communicate their research in their sketchbooks and are taught to give and receive feedback in order to develop skills and improve their work.	Students are encouraged to share opinions about their work, the work of peers and the work of artists from research.  They interpret opinion in order to help with skill development.	Art and Photography are dependent upon students development of skills in expressing their thoughts and feelings creatively. We encourage independent thinking.	Units of work at Key Stage 3 cover a wide variety of styles and cultures e.g. African masks, Japanese Art and Pop Art.  At Key Stage 4, students study a variety of artists, craftspeople and designers from a wealth of era.  At P-16 Photography, shoots on location help the development of ideas in personal projects.  Students are encouraged to study both photographers and artists alike from the early 19 <sup>th</sup> century onwards.	Exhibition of student work around school and in the local community.
P.E	Throughout all key stages, students work collaboratively in both ability and mixed ability groups, striving for specific goals during competitive games, moderation and inter-house competitions.  When working in a variety of groupings, students are respectful of others' opinions as part of their criteria for success.  Students have the opportunity	In all key stages, students participate in a range of physical activities. Part of this participation involves learning the laws and rules of a variety of activities. Learning the rules, codes of conduct and understanding the concepts of etiquette, fair play and sportsmanship are all features that are promoted across the key stages in P.E. at Chipping Sodbury School.	Students develop a sense of satisfaction and interest in learning about themselves and others when participating in physical activities. Pupils learn a lot about themselves when exposed to challenging and competitive situations.  Students are given opportunities to be creative and imaginative especially in invasion games gymnastic, trampolining and dance blocks	Students are provided with opportunities to participate in activities and to respond with a willingness to get in involved.  The curriculum we provide gives students the opportunity to participate in a range of activities from a variety of cultures. (handball, gymnastics, hockey, rounders, softball, athletics).	Students learning to handle success and defeat with dignity. Students reflecting on values surrounding competition which includes 'winning at all costs' as well as sportsmanship and fair play.  Students developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules.

Faculty	Social	Moral	Spiritual	Cultural	Examples of SMSC and British values activities
	to participate in a variety of extra-curricular clubs and sports throughout the year which allows them the opportunity to enjoy their sport in a more sociable environment.	Students develop decision making skills to enable them to participate effectively and learn to deal with the consequences of making decisions. Students also undertake the role of an official, in which they have to enforce the rules of the activity.  Both KS 4 & 5 understand the pressures of elite performers and the moral decisions they are faced with - cheating (GCSE A-Level)	of work.  Students learn to be considerate and can start to empathise with others as they take on a variety of roles in lessons (coach, official). There are also opportunities for KS4 & 5 students to coach/lead KS3 students in extra-curricular clubs.	At KS4 & 5, students study factors and influences which effect a person's participation in sport and gain an understanding on how they can help to increase the participation rates within activities. They learn about the development of sport and the importance of cultural impacts. (GCSE & A-Level)	Giving time for focus group discussions on lesson objectives and outcomes as well as listening to other people's opinions and giving feedback.  Students discovering the role of sport in society. Students becoming aware of different cultural attitudes towards aspects of physical activity.
MFL	Students are encouraged to work independently in and out of lessons. In-house booklets are produced for students to help them to develop their self-help and responsibility skills.  Students are proactively encouraged to use the target language in classwork, whether through pair work, co-operative learning techniques (Kagan) or group work.  Students are often differentiated in groups of varied or similar abilities to encourage social interaction	Stereotypes and intolerance are challenged through the teaching of language and culture, through everyday interactions.  Students are encouraged to show empathy towards others and by knowing right from wrong.	Students are encouraged to accept and embrace other languages and cultures through the teaching of MFL.  Students are encouraged to be empathetic to the cultures and beliefs of others and stereotypes challenged where necessary.  Students are given opportunities to participate in enrichment trips and visits abroad which encourage them to experience the life of different cultures.	Exploration of language and culture is key to language learning.  Students are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant.  Students are encouraged to discuss and challenge stereotypes and value cultural diversity.	Students reflecting upon the culture of other countries and comparing them with their own, e.g. differences in school systems, family daily routine, festivals such as Easter and Christmas.  Year 9 stereo types lesson  We explore healthy lifestyles (KS3 and KS4) and refer to the negative impact of smoking, alcohol and drug abuse.  Students and staff have access to a variety of resources to help develop cultural knowledge,

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	with others in the class with whom they may not usually interact. They are encouraged to develop responsibility, e.g. table captains, rewards and resources.				e.g. text book, cultural magazine subscriptions, YouTube videos
	Students are encouraged to have a growth mindset, to experiment with language and learn the importance of making mistakes without seeing them as a barrier to learning and embrace others that try but need to improve.  Students are also encouraged to help each other through the use				
	help each other through the use of peer assessment and the language of www/ebi.				
Ex Arts Drama	Students work in group situations across Key Stages 3 and 4 thus promoting cooperation collaboration and teamwork. They also develop problem solving skills.  Working in a team environment also enables them to learn	The curriculum gives students the opportunity to explore issues and make decisions based in moral context.	The curriculum enables students to develop their own thoughts, feelings and opinion points on a wide variety of issues.	The Key Stage 4 curriculum requires students to create work in response to a variety of stimulus including music, poetry, prose and art	School Productions Working with partner schools to host productions and share student expertise.
	respect for their own work and the work of their peers. Regular performance opportunities enable students to develop confidence.				

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Ex Arts Music	Students work in paired and grouped activities throughout Key Stage 3. At Key Stage 4 ensemble work is also a vital part of the coursework process. Students have ownership of their own performances and compositions and this is respected by their peers. Through ensemble working activities and extra-curricular rehearsals, students develop an understanding of the role of musicians in a band and in any kind of ensemble.  Students perform regularly in the local community and with students from partner primary schools.	Students participate in peer and self-assessment exercises and are encouraged to consider the types of feedback they give in order to support skill development and progress. The importance of respect is emphasised throughout and students learn to respect the opinions, skills and abilities of their peers.	Students develop an awareness of a variety of musical cultures. Students are encouraged to talk about their own musical preferences and tastes whilst always respecting the views and tastes of their peers.	Students develop an awareness or a variety of cultures by listening to and performing indigenous music.  Visiting musicians and instrumental teachers give insights into musical cultures and our links with English Touring Opera give students insights into musical styles and traditions.	Students having the opportunity to perform with visiting musicians e.g. through WOMAD or with English Touring Opera. Students performing in the local community e.g. Chipping Sodbury Festival Students performing with other schools in the local area across the age and ability range e.g. Yate and Sodbury Schools Music Association events Partner schools coming to use our facilities and our student knowledge and expertise e.g. Old Sodbury School annual summer show; The Ridge Primary School 60 <sup>th</sup> Anniversary Show
Mathematics	Students are encouraged to work independently in lessons and to use the appropriate topic language in communications with staff and peers. Students are given opportunities to work in pairs and groups on activities to build their understanding of key topics. Students are encouraged to take part in class and group discussions relating to knew learning and when building on existing learning .This helps	The moral development of students is important to all aspects of the faculties teaching. All years have access to Rich tasks where they try to use Mathematics in real life situations and contexts. Applying and exploring various problems from real-life settings, working out the most appropriate techniques and the consequences of their choices is important.  The logical choices that	Mathematics develops the ability to think, question and reason. The questions and Rich tasks tackled in Mathematics promote the spiritual growth of students as they try different approaches to problem solving. Mathematics is used to analyse data and present conclusions. Topics such as Percentages, Sequences, Data handling, patterns are regularly required in everyday life. Many other topics are used by aspects of	Mathematics is a universal language. The basis of much of the mathematics used today is shared with the Egyptians, Greeks and Chinese .We regularly share with students how to calculate using a Mayan or Russian method for Multiplication or how to use Napier's bones.  Mathematics uses patterns and applying a Fibonacci sequence or Rangoli pattern or an Islamic	To improve students understanding of the many Data handling techniques, regular collection of data or investigations of secondary data takes place. Students create data collection sheets for example questionnaires or survey sheets. This involves very careful framing of questions not to offend and to ensure that the answers are what are required.  The work looking at sequences

Faculty	Social	Moral	Spiritual	Cultural	Examples of SMSC and British values activities
	them to feel safe and show mutual respect (SEAL).  Students are encouraged to take part in marking their own work and to peer mark work completed by the group or by other individuals .Students are encouraged to critic each other's work as a tool for improvement. (SEAL)  Problem solving skills are fundamental to Mathematics, developing creative thinking ,discussion , testing ideas and being able to think and communicate mathematically is essential when students are building where they are with the necessary skills .This helps students realise their own strengths and weaknesses , fostering a sense of achievement and confidence.  Students work is marked by staff to correct errors and show how to improve. Spelling key words correctly is essential.  Spelling is corrected in line with the Literacy policy. Head of Faculty regularly monitors marking and discusses the books with other members of the faculty and students.  Students are spoken to on a one-to-one basis about their work and their progress.	students make in mathematics mirrors those made in choices of right and wrong.  The mathematics faculty follows the whole school policy in relation to rewards and sanctions.	real life.  Teachers try to share the beauty of Mathematics with students and help them to see how useful it is in understanding the world around them.	Tessellating pattern forms the basis of much of our teaching. Our number system is based on Arabic numerals. All mathematics is a worldwide language.	and patterns gives opportunities to research why certain patterns are favoured more than others.  Mathematics is used to show how it can model situations for example in Science.  Graph work can be used to demonstrate changes over time for example moving averages looking at populations or sales or climate change.

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Science	Students learn to co-operate with each other and participate in a variety of group work activities. These include role playing, completing scientific investigations and completing presentations in pairs or small groups. This enables students to develop interpersonal skills necessary for successful relationships.	Students are reminded to take care when using equipment and/or living things and then take responsibility if items are broken.  Students show a keen interest when discussing ethical issues such as alternative energy sources, in-vitro fertilisation, drug abuse etc. and through discussions and debates end up	Students experience a sense of awe and wonder during some practical investigations. A 'wow' can often be heard during certain practical investigations that involve vivid colour changes or extreme temperature changes.  Students are encouraged to think deeply and reflect about how and why experiments work	Cultural development is enhanced by consideration of the work done by various Scientists e.g. Pasteur, Jenner Darwin, Wegener etc. Most students are very interested when studying Edward Jenner due to the close proximity of Chipping Sodbury School to where Jenner made his discoveries into vaccinations.	Reproduction – aspects of life and relationships (social) also including fertilisation and IV fertilisation.  Relationship matters (moral).  Cloning / Genetic Engineering demand for food for example crop production / GM foods (social).  Impact on the environment (moral).  The introduction of alternative
	Students have to show respect for equipment and living things when completing investigations such as woodlice choice chambers and studying adaptations of stick insects etc.  In Science we study issues such as animal testing, sexuality, STEM cells, In-vitro (IV) fertilisation, genetics, drugs, global warming and alternative	better informed and are then able to make reasoned and responsible decisions when they arise.  Students are taught how to listen to others' opinions before judging or offering their opposing opinion. This enables students to show respect and behave accordingly during topical discussions.	the way they do. They are challenged to develop mechanisms and improvements to experiments themselves. Investigations develop their curiosity about the world around them especially when studying ecological matters.  Students in Science have to be mindful of people's beliefs especially when studying	In Science we draw attention to how cultural differences can influence the extent to which scientific ideas are accepted, used and valued and how the role of bias can act in a negative way to any decision making.  Students investigate and consider the historical context that influence the way new	energy sources (moral).  Views of inheritance before ar after Mendel (cultural).  Evolution – the need to look after all species / the prevention of extinction (social).  The need for Healthy living wite exercise and balanced diets (social).  The use of illegal and prescriptive medicines (social)

evolution and organ

transplants.

energy sources where students

have to respect each other's

opinions and debate/ discuss

STEM and G&MA clubs after

show respect for others.

school.

the issues sensitively in order to

prescriptive medicines (social).

The use of STEM cells (social).

Did humans really evolve from

God vs. evolution (Darwin)

Issues surrounding global warming, acid rain etc (social). Theories of evolution (cultural. Debating organ transplants,

apes? (Moral).

(Spiritual).

theories are considered e.g.

plate tectonics, Big Bang

theory.

motion of the Earth, evolution,

Faculty	Social	Moral	Spiritual	Cultural	Examples of SMSC and British values activities
					theories of evolution (cultural).
ICT and Business	Preparing the students for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world.  Making clear the guidelines about the ethical use of the internet.	Students explore moral issues relating to access when considering the use of large information systems e.g. who should know about criminal records.  Students explore aspects of real and imaginary situations, which	Involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws.  Students are encouraged to express their own opinion and explore different examples.	Involves students being given the chance to see how the functions of a business operate.  Students look at the changes within society and how they may impact on businesses.	Students look at the moral issues associated with business promotion and advertising and considering what the "correct" conduct is for a business to undertake  Considering the impact that various businesses both local and national will have upon
	Acknowledging advances in technology and appreciation for human achievement.  Using the internet to ensure that every student makes appropriate use of e-mail facilities to work with others.	enables them to reflect on the possible consequences of different actions and situations e.g. whether it is morally right to have computer games whose aim is killing and violence, and whether it is fair that some people in this country and in other countries cannot use the internet.	Students also explore their own feelings and meaning and reflect upon topics such as ethics. Students are encouraged to explore these concepts and challenge the actions that businesses should take.	Students are encouraged to explore the wealth of different countries and how developed they are.  Students also have the opportunity to look at how organisations work by visiting businesses. Students benefit from visits to school by	their local areas and communities.  Students look at the impact that businesses have upon the different stakeholders who have an interest in the way that a business operates.  Investigating business ethics
	Students being able to understand and access other value systems through electronic communications of all kinds.  Opportunities to consider a variety of information relating to real life business scenarios in order to make valid judgments.  Investigating the impact of a	Involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices, through the use of observations, gathering of information and studying given case studies. This encourages students to draw conclusions through evidence rather than their preconceptions whilst allowing them the time to	This also helps to develop student's empathy and compassion skills and allows them to take into consideration other peoples aims, values, principles and beliefs.	business people, to enhance their knowledge and skills.  Understanding the use of and limitation of automatic foreign language translators in the understanding of other cultures.  Considering the potential use of identity cards and similar systems, to balance up	and considering the ethical boundaries in which businesses must operate.

Faculty	Social	Moral	Spiritual	Cultural	Examples of SMSC and British values activities
	business's action upon society and the local community in which they operate. For example, students consider the political, social, environmental and technological issues arising as a result of a business decision.	reflect on the origins of their own personal perceptions.  Students also consider issues surrounding the misuse and access rights to personal data.  Awareness of the moral dilemmas created by technological advances and how different cultures have contributed to technology.		people's rights and responsibilities.	
English	Helping students to analyse characters in literary texts enables discussions about their own and others' lives.  Promoting group work encourages students to cooperate effectively with each other and participate effectively as a member of a team.  Discussion of alternative viewpoints of texts and issues develops students' ability to accept others' rights to hold different views as well as to challenge these views.  Students develop skills needed in the world of work through	Reading and analysing texts provides students with a platform to show a keen interest in ethical issues and make reasoned responses to events in the texts.  Students develop their ability to articulate their own attitudes and values through written tasks, e.g. writing to argue or persuade.  Students are encouraged to take personal responsibility for improving their work by responding to the feedback provided by teachers and redrafting their work.	Group work, presentations and investigations promote resilience and responsibility.  Creative writing encourages students to be creative and imaginative.  Empathising is a specific reading skill taught in English at all levels.  Discussion and analysis of texts enables students to think deeply, reflect and express their feelings openly. In exploring the themes of texts, students are able to discuss real life situations and scenarios.	The specific study of novels, poetry and plays set in other cultures promotes cultural awareness and empathy.  Analysing aspects of language such as accent and dialect promotes discussions about varieties of language use within our culture and the link between language and cultural identity. The discussion of how language develops over time enables students to understand that cultures and public attitudes are always changing.  Reading a range of texts from different time periods allows students to develop an	Reading, analysing and discussing literary and nonfiction texts which have moral, spiritual or cultural relevance.  Group work, group discussions, and contributions to class discussions.  Re-drafting written work in order to improve it.  Reading texts from both the British literary canon and texts that are set in other cultures.  Exploring how writers present themes and ideas in texts.  Analysing and exploring spoken

Faculty	Social	Moral	Spiritual	Cultural	Examples of SMSC and British values activities
	interacting with others, presenting their ideas, synthesising information, using standard English accurately and writing for different audiences and purposes.	Discussions about literary characters and the decisions they make promote understanding of people's behaviour and its consequences.  Students are given regular opportunities to read independently and set themselves goals for future reading.	Studying a range of texts encourages students to develop curiosity about the world around them.	understanding of the historical contexts in which those texts were produced or set.	language, which encourages empathy and analysis of how others speak and how people react to speech patterns.  Presenting ideas to the class, both individually and as part of a group.  Writing different text types for a range of audiences and purposes.  Developing individual interpretations of texts that take account of alternative viewpoints.
Media Studies	Promoting group work encourages students to co- operate effectively with each other and participate effectively as a member of a team.  Discussion of alternative viewpoints of media texts and issues develops students' ability to accept others' rights to hold different views as well as to challenge these views.  Students develop skills needed in the world of work through interacting with others, pitching	Analysing media texts provides students with a platform to show a keen interest in ethical issues and make reasoned responses to events in the texts.  Students develop their ability to articulate their own attitudes and values through class discussions and written responses.  Researching case studies, particularly those focused on representations, allows students to gather evidence	Students are encouraged to express their own opinions about a range of controversial issues.  Students also explore their own feelings and reflect upon many ethical debates. Students are encouraged to explore difficult concepts and challenge media practice they deem unethical. This also helps to develop students' empathy and compassion skills and allows them to take into consideration other people's aims, values,	Through the study of globalisation, cultural imperialism and representation students are encouraged to consider the role of the media in promoting and homogenising cultures around the world. They focus closely on the way in which different cultures, races and religions are represented in British media and consider the impact this has on our cultural understanding.  Analysis of texts produced in a	Class discussions and debates on: size zero models; violence in video games; consumer culture; the 'war on terror'; citizen journalism; the impact of social media; role models in sport and music; reality television; etc.  Investigations and content analysis into: women in newspapers; women in music videos; monopolisation; cultural imperialism; the ratings system; social media use; news values; etc.

Faculty	Social	Moral	Spiritual	Cultural	Examples of SMSC and British values activities
	their ideas, synthesising information, producing texts for different target audiences and developing design and IT skills.	which can be used to challenge their own and their classmates' preconceptions of moral issues.  Students evaluate and peer evaluate practical work. They are encouraged to give positive criticism to aid the progress of other students. The importance of peer evaluation and respect is emphasized.  Students are encouraged to take personal responsibility for improving their work by responding to the feedback provided by teachers and peers.	principles and beliefs.  Values and ideologies is a key concept in media studies so students are taught to identify ways in which values such as consumerism, nationalism and patriarchy can be embedded in texts. They are able to reflect on their response to this and consider how to embed their own ideologies in their practical work.	range of cultures promotes exploration of different lifestyles and beliefs.  Studying audience theory allows students to consider and explore the impact of the media on society, particularly the role of social media.	Case studies into the representations of: British Muslims; young people; young black men; women in film noir; social class in soaps; disabled people; the elderly; politicians; sports stars; newsreaders; etc.  Analysis of provocative texts such as: banned adverts; party political broadcasts; documentaries; news reports from mainstream, niche and grassroots sources; music videos; video game trailers; films like 'This Is England', 'Crash' and 'City of God' etc.
Humanities - History	Yr 7: WE study medieval society, looking to compare the hierarchical nature of that society with the greater opportunities for all people in Britain today.  Yr 8: Valuing democracy — Democratisation through the ages, P16 campaign, heroes of the democratisation campaigns in the UK. This aims to give students a clear understanding of the importance of democracy, the importance of participating in the democratic process and the consequences	Yr 7: We study the crusades, seeking to give students an understanding of why the word crusade is now so loaded, why people went and what it tells us about their beliefs in contrast to our own.  Yr 8: We look at the impact of Britain on Africa, seeking to help students to understand why we no longer look back on this episode with pride.  Yr 11: We study Britain's role in the world looking specifically at our dubious role in the Middle	Yr 7: Valuing diversity – Islamic Civilisations> This focuses on giving students an understanding that Islamic states have historically been at the centre of learning and the search for new knowledge.  Yr 8: Slavery. Students should gain an understanding of the horrors of slavery, and the ways it was justified in the past.	Yr 8: We study Britain industrial heritage, students should hopefully understand that key reasons for this were a stable democracy and innovators from across society.  Yr9: Multi cultural Britain: We study the reasons for and value of Post war immigration. We also study democracy vs dictatorship, reasons for rise of fascism and consequences of). We study the impact of war on Britain in both World War 1 and World War II.	

Faculty	Social	Moral	Spiritual	Cultural
	for ordinary people of not having democracy. This is further emphasised in a study of the civil rights movements in America, looking at the capacity for individuals to change history.  Yr 9: We study the reasons for rise of fascism and consequences of this for ordinary people. We seek to make comparisons with examples of intolerance today, to make the point that without active citizenship such things could happen again.	East and the consequences this has had.  We also look at moral questions about what roles a state "should" take when observing injustice elsewhere in the world.  We also look at the balance between state security and freedoms, and the consequences of changes to that.		
Geography	Exploring the economic and social sustainability of regeneration schemes in different localities such as Weston, Bristol, London and more.	Year 10 and 13 looking at the ethics involved in giving aid abroad and some of the pitfalls in conditional AID given by the UK government. A key understanding of the core periphery model is gained. Understanding and teaching of sustainable and organic farming methods in Year 7 and through A level. How important this is for a long term British vision.	Looking at the ethics of TNC's and globalisation. Humanistic perspective on why we should care about people in other parts of the world.	How great Britain once was and the understanding of post-colonial perspectives on British expansion and development since the fall of the empire. This is highlighted at points in KS3, Year 10 and throughout A level. Year 7. What is British culture and do we live in a multicultural society?

Examples of SMSC and British values activities

Faculty	Social	Moral	Spiritual	Cultural
Religious Education	Yr 8 – Global Communities – We study the role of charities in society and the moral purpose behind benevolence.  Religion and Sport looks at how working as a team can bring us together as a community. EG Sports teams and comradeship.  Religion and Art. This unit touches on the social impact Art can have on individuals and their importance within groups when responding to art.  Our World looks at religious communities and how they respond to climate change, and the impact of groups particularly in the UK	GCSE – Religion and conflict – We examine the concept of a just war, looking at World War II as an example.  Religion and Sport and how it gives us values and a sense of right and wrong.  Religion and Art. The rights and wrongs of graffiti.  Life to death looks at how many people believe justice will be served in the next Ife  Religion and Authority, looks at the way religious people have stood up for their beliefs and how beliefs impact on laws in the UK, e.g. 10 commandments.  A2 The Lord's Spiritual and their influence over British laws.  Religion and Medicine, why euthanasia is illegal in the UK, where the abortion laws come from, IVF, cloning all these medical issues and the moral arguments for keeping the	Yr 13 – We do a whole unit on Religion and the State – We look at the concept of "Defender of the faith" and importance of religion in Parliament.  Most areas of the RE curriculum cover spiritual experiences, A2 half the course is on religious experience, we specifically look at Maslows Hierarchy of Needs, Goldman and Freud for reasons behind religious experience.  Yr 7 How did we get here? We look at the wonder of the planet and how it was created, looking at a variety of different views on how it happened.  Yr 9 Life to death looks at religious experience and NDE.	Yr 7 – WE look at the creation story and why Sunday is treated differently in the U.K.  GCSE – We study a unit called 'Is it fair?' in which we look at the moral issues behind wealth inequalities. We also do several lessons looking at the importance and role of freedom of speech in Britain.  Yr 8 Religion and Sport we look at different sports and how religion has affected the individuals taking part in them, and how sport has had to adapt to accommodate this, for e.g. Eric Liddel who wouldn't race on a Sunday and was challenged by the King of England on this. Prayers in Parliament (A2) why this is part of our parliament and how it is viewed by contemporary people.

Examples of SMSC and British values activities