

Chailey School - Spiritual, Moral, Social and Cultural Audit Review - December 2019

SMSC is at the heart of the school's values, emphasising such aspects as respecting each other, co-operation and collaboration, participating responsibly, and caring for our communities. It also therefore follows that SMSC is also a very important thread in the school's Curriculum Intent, through both the formal '*Curriculum Design*' (1), but also the '*Informal Curriculum*' (3) and '*Building Character and Values in the Curriculum*' (4).

The following table maps out how this is reflected within timetabled provision, and in several other aspects of, and approaches to, life in the school.

	Spiritual	Moral	Social	Cultural
Definition	<i>Exploring beliefs and experiences, respecting faiths and values, discovering yourself and the surrounding world and your place within it, using imagination and creativity and being able to reflect as an individual.</i>	<i>Recognising right and wrong, understanding consequences, investigating moral and ethical issues, and being able to offer a reasoned viewpoint.</i>	<i>Using social skills appropriately in different contexts and understanding how different groups and communities function, being tolerant of others; engaging with 'British values' of democracy, the rule of law, liberty, respect and tolerance.</i>	<i>Understanding, accepting, respecting and celebrating diversity, participating in cultural opportunities and an understanding and appreciation of cultural influences and diversity.</i>
Examples of timetabled provision	English: A great deal of the English curriculum encourages imagination and creativity with opportunities to empathise, to write in character and to explore personal viewpoints. In Year 7, 'The Lie Tree' by Frances Hardinge provides opportunities to explore beliefs in Victorian society and particularly those	English: Y7 'The Bone Sparrow' asks students to examine the Rohingya Muslim refugee crisis and to respond to the plight of those exiled from their homes and their treatment as refugees. 'The Boy in the Striped Pyjamas' follows the experiences of children in the Holocaust.	English: Group work and communication is incredibly important in English. Class discussion, structured conversations and formal opportunities for speaking and listening are commonplace in lessons. Understanding society is crucial when responding to texts. In Year 7, 'The Lie Tree', 'The Bone Sparrow'	English: The English Key Stage 3 curriculum is rooted in developing students' cultural capital. Over the key stage, students have opportunities to build their understanding on our identified key themes: power and oppression, gender and identity, plight, conflict, morality, politics, journeys and consequences.

	<p>around religion, science and gender.</p> <p>In Year 8, the Hooton Cup asks students to choose and explore issues they believe are pertinent in their own lives.</p> <p>In Y9 'Up for Debate' coaches students in formal debating to enable them to explore issues in a structured and considered way.</p> <p>The study of 'Animal Farm' encourages students to understand ideas of democracy.</p> <p>In Year 10, students get the opportunity to reflect on themselves as an individual when they make a speech to their class on a topical issue that is important to them.</p> <p>In Years 10 and 11, creative writing opportunities encourage students to be imaginative and these pieces of writing are sometimes themed around issues such as being a refugee and social justice.</p>	<p>In Y8, 'Railhead, questions roboethics and the future of our society.</p> <p>'Now is the Time for Running' by Michael Williams explores the experiences of characters from Zimbabwe.</p> <p>Reasoned viewpoints are very important in presenting Hooton Cup speeches.</p> <p>In Year 9, students are asked to evaluate the treatment of women in 1930s America as part of their study of 'Of Mice and Men'.</p> <p>Further study of moral issues are considered in the texts 'Animal Farm' and Lord of the Flies'.</p> <p>'Up for Debate' encourages students to participate in a formal debate using reasoning skills as well as rhetoric.</p> <p>In Year 10, students study 'The Curious Incident of the Dog in the Night-time' which examines accepting and judgemental attitudes towards neuro-diversity.</p> <p>In Year 11, students study 'Jekyll and Hyde' which</p>	<p>and 'The Boy in the Striped Pyjamas' all ask students to consider society's treatment of those in marginalised groups.</p> <p>In Year 8, the texts 'Now is the Time for Running', 'Railhead' and 'Much Ado About Nothing' all include issues of freedom, identity and tolerance.</p> <p>In Year 9, 'Of Mice and Men', 'Animal Farm' and 'Lord of the Flies' look specifically at power and oppression.</p> <p>At Key Stage 4, students study poetry which considers British values such as war and peace, race and gender.</p> <p>Maths: The Year 9 Maths Ambassadors develop their social skills through their work at Open Evening and their involvement in Maths Puzzle Club.</p> <p>The UK Team Maths Challenges and Year 5 and 7 Puzzle mornings encourage a collaborative approach for the students involved.</p>	<p>At Key Stage 4, students explore a range of cultures through poetry: Japanese, what is like to be a refugee and being a second-generation immigrant.</p> <p>Maths: Year 10 students visit Sussex University to participate in Maths enrichment workshops.</p> <p>Year 10 girls visit University for Women in Maths conference.</p> <p>Year 7 Maths passport raising maths and numeracy into the culture of the school is to be redeveloped.</p> <p>Science: Different opinions to Stem cell research and treatment.</p> <p>PSE: Identity and Diversity Unit, Emotional Health and Wellbeing, Fairness and Justice (Diverse UK) Sex and Relationships Day (Transgender Community)</p> <p>Beliefs and Ethics: Study of culture and different values</p>
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	<p>Maths: Edge Hill University Poster Competition encourages creativity and imagination. Year 7 students produce posters, articles, interviews or PowerPoints reflecting Numeracy across the curriculum and in the world around them. This will also be promoted through further development of tutor time activities.</p> <p>Science: Exploring theories and opinions to topics such as the Big Bang Theory, Evolution and Vaccinations.</p> <p>PSE: Emotional Health and Wellbeing units (personal identity), Learning to Learn and Growth mindset, Healthy Whole Unit, Stress and Mental Health, SRE. Sex and relationships day (HIV/AIDS, Teenage Pregnancy, Transgender community)</p> <p>Beliefs and Ethics: Study of different religious and non-religious spirituality, beliefs</p>	<p>questions how far science should be pushed and the moral implications.</p> <p>Maths: Some Tutor time Numeracy activities asked students to give considered viewpoints and discuss moral issues e.g. Why some special offers in supermarkets may not be special offers at all.</p> <p>Science: Discussion about genetic testing of a foetus, designer babies and IVF.</p> <p>PSE: Fairness and Justice Unit, Rights and Responsibilities, Crime, Democracy, Politics, Risk. Subject allows for paired and group discussion, formulating and sharing or opinions.</p> <p>Beliefs and Ethics: A major focus on ethical issues throughout the entire curriculum, especially 9 as well as the GCSE course. Students explore how world views impact on ethical</p>	<p>Science: The global warming debate – Y8. Cancer and how it is treated. The effects of smoking, drugs and alcohol.</p> <p>PSE: Identity and diversity Unit, High levels of paired/group discussion work across the subject. Enterprise Day allows pupils to work together and create a business. Their business plan will take into account peoples strengths and the market they are aiming to attract.</p> <p>Beliefs and Ethics: Students are taught to respect others' values and lifestyles. Rules are agreed at the start of each year which always include listening and respecting others' views. A strong emphasis on maturity and positivity is embedded from Year 7 where their first assessment asks them to explain why it is important</p>	<p>within our mixed society, as well as in different parts of the world, allowing students to develop appreciation for diversity. Issues such as conflict and community cohesion appear within relevant contexts to address misconceptions and encourage a positive view on a multi-ethnic and multi-faith society.</p> <p>Geography: Geography examines the interactions and impact we have on the environment and how that varies within different cultures. Cultural studies also feature in topics such as population and development at KS3 , where the different responses are explored and evaluated and within a number of topics at GCSE, for example, the Changing Economic World. At KS3 students also investigate specific locations through topics on Africa and Asia.</p>
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	<p>and philosophies on existence and meaning in life throughout the curriculum. Key stage three covers the major religions and belief systems in today's society and comparatively, key stage four is focussed on Christianity and Buddhism NATRE Spirited Arts Competition in KS3.</p> <p>Geography: Students investigate the link between people, their values and specific environments, for example when participating in decision making exercises. Students are encouraged to place themselves in certain situations and demonstrate empathy, for example when looking at natural disasters or migration.</p> <p>History: Reference to religious influences over past events feature often, giving students an awareness of the importance of spirituality in peoples' lives and how this</p>	<p>stances, looking at religious and non-religious theories of morality and develop informed opinions on very current and important social debates such as medical ethics, euthanasia, conflict, abortion and environmental issues.</p> <p>Geography: The value of the environment and the impact human actions have on others, as well as ecosystems and future generations is a key feature of contextualising the geographical processes learnt about. Development and inequality are examined. Ethical issues such as human rights, migration, persecution and population control also feature in both key stages.</p> <p>History: The ethical issues covered within History are wide, and use specific case studies to ask moral questions. This is present across the whole curriculum e.g. was the dropping of the</p>	<p>to learn about others' values.</p> <p>Geography: Group and pair work are a key aspect of Geography and this takes place in different contexts. Cultural studies also come into play, for example learning about population and the impact that population movement and control has on a community. A range of case studies are utilised across the key stages. Comparisons can be made to show how different communities react to geographical processes in a wide range of ways.</p> <p>History: Group work and role play such as hot seating are a major feature of History lessons. Students learn about how communities have functioned and developed over time e.g. how tolerant was life in Roman Britain (KS3) and how society changed as a result of Elizabethan poor laws (KS4).</p>	<p>History: Understanding of how societies have developed and evolved over time creating diverse cultures e.g. why the history of aboriginal communities in Australia needs to be celebrated (KS3) and persecution of minorities in Nazi Germany and the commemoration of such (KS4).</p> <p>Art: Pupils explore art from different cultures to help put it into context e.g. Islamic patterns, Day of the Dead celebrations, Benin masks, Totem poles, Maori tattoos etc. They also explore their own culture especially through the My World Project.</p> <p>Drama: Historical/cultural place of text/performance style explored at all key stages. Cultural understanding is developed through discussions of ideas and misconceptions raised through the work.</p>
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	<p>impacts on society over time e.g. how the church influenced life in Medieval Britain (KS3) and the influence of the Church on medical progress (KS4).</p> <p>Art: All schemes of work encourage creative ideas and question values held about art in society.</p> <p>Drama: All KS3: Exploration of different cultures and time periods. Empathy and sympathy towards situations as an actor. KS4: Devised theatre – current issue based. All years: Drawing on own and ensemble’s experiences and beliefs exploring ideas through discussion creativity.</p> <p>Music: Music lessons provide students with the opportunities to be creative and express their response to a range of stimuli. Students are encouraged to share their responses and to</p>	<p>atomic bombs justified (KS3) and the rise of fascism in Germany (GCSE).</p> <p>Art: Pupils explore the reasons for making art work which can include moral concepts and ethical discussions on topics like climate change, sustainable fashion, political events.</p> <p>Drama: KS3 – Explore ideas of right and wrong and choice through understanding of character and choices we make, the reasons behind them. Y8 – text study ‘Blood Brothers’ Y9 text study ‘DNA’ – exploration of characters’ moral compass. Y10: devised drama linked to current affairs.</p> <p>Music: Music education gives opportunities for students to engage in critical discussion of musical performances from other students and we encourage them to reflect on any specific or cultural</p>	<p>Art: Students work collaboratively on some projects which encourages discussion, team working and compromise. Students are encouraged to debate about and create their own informed interpretations of art.</p> <p>Drama: All year groups imperative focus on group work/building an ensemble. Encompassing and developing individual’s creativity with a diverse group. A strong sense of community and respect for each other, teamwork and communication is built from the start of KS3 and continued through KS4.</p> <p>Music: Social development is delivered through students routinely collaborating in group tasks, as well as being given the opportunity to take responsibility for their own learning outcomes and progress. Skills to enhance</p>	<p>Music: Cultural education encourages children to understand that music is a universal way in which to communicate feelings, emotions and express responses, with a myriad of cultural inputs through the ages. This involves pupils developing an appreciation of music drawn from a wide variety of genres, forms and purposes. Pupils have opportunities to explore aspects of their own culture and begin to recognise, and appreciate, differences in music, from different times and places. They can also begin to make connections between different cultures.</p> <p>Technology: Wider cultural awareness is developed in Design Technology through projects that have a connection with our past heritage and how our industrial routes have shaped our nation. Students’ knowledge of other cultures is developed as are influences on design</p>
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	<p>develop their spiritual awareness of music – whether it be through the enjoyment of listening to and making music alone or with others.</p> <p>Technology: Spiritual development is of a very high importance in Design & Technology. The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn breeds 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. These are developed within schemes of work.</p> <p>Modern Foreign Languages: Other beliefs, customs and celebrations such as day of the dead and Christmas.</p> <p>Physical Education: Creativity in dance/Gym choreography and in the</p>	<p>references. Where students present their own work we ensure that assessment and evaluation is fair. Respecting others through group work. Respecting all genres of music. Exploring moral issues through the study of music history and listening to music.</p> <p>Technology: A sense of ‘moral conscience’ is developed in students, through focusing upon the moral dilemmas raised in designing and making new products. Students are taught 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. Sustainable thinking is developed through the active application of the ‘6 R’s’ and to highlight the impact on environmentally sensitive areas of the world.</p>	<p>their independence, time management and resilience are encouraged. A sense of unity is built through group tasks; these encourage pupils to address their individual abilities and strengths and then work to collaboratively to build on these. When required to express their feelings, students are encouraged to do so sensitively.</p> <p>Technology: Social development is a key feature of all design & technology lessons. Students are taught the concept of self-regulation to ensure that they accept responsibility for their behaviour and the safety of others. Emphasis is placed on developing the ability to work with other and to accept each other’s unique personality. Effective conversations are encouraged about the work through self & peer evaluation, and to give and accept constructive criticism</p>	<p>and manufacture including an increasing awareness of the influences digital manufacturing.</p> <p>Modern Foreign Languages: Volunteers, teachers from abroad, visitors from abroad, trips abroad, authentic and literary texts, films and songs</p> <p>Physical Education: Influences on participation in sport (Barriers to participation, including gender, ethnicity, disability, age, socio-economic background). Stereotyping in sport. Sports History (origination of sports, countries where the sport is considered of National significance) Dance: KD: Study dances that cover disability and race. Continuously rehearsing dance styles from different cultures.</p> <p>Business Studies: Factors influencing location decisions including: the</p>
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	<p>development of tactical strategy. Demonstration of flair and originality in performing skills to overcome opponents. Reflection and analysis of performance (self/peer) and use of progress ladders to gauge learning. Resilience and learning to cope with winning/losing. Recognising personal strengths and adopting roles within team situations to bring about the best team performance. Dance: creating dance routines. Appreciation of professional works and interpreting choreography. Video analysis of performance.</p> <p>Business Studies: Reasons for starting a business, sources of business ideas, looking for a gap in the market, identification of a product or market niche Business planning and completing key aspects – product, market research, start-up costs and</p>	<p>Modern Foreign Languages: Bullying in school and online, charity work, volunteering, environmental issues and solutions, social issues, Immigration, role models.</p> <p>Physical Education: Values of fair play in sport (being good sportspeople, abiding by the rules of the game), Influences on participation in sport including discrimination/gender issues, hooliganism, performance enhancing drugs. Dance: opinions on professional works influenced by politics or current topics</p> <p>Business Studies: Social enterprises – analysing community needs and offering suggestions for businesses. Evaluating the needs of a local area and presenting a reasoned argument.</p>	<p>as a vehicle to improve students learning outcomes.</p> <p>Modern Foreign Languages: Debating, role of women, politics, visitors from schools abroad and UK/German Connection and trainee teachers</p> <p>Physical Education: Development of teamwork and co-operation in games play and choreography. Roles within a team, formations and tactical strategy. Outdoor Adventurous Activities and teambuilding. SLA lessons allow for teamwork and communication in Year 9/10 Dance: KD: working with others in groups for dance choreography. Discussing interpretation of choreography and its theme.</p> <p>Business Studies: Protecting staff through understanding legislation – employment</p>	<p>availability of raw materials, transport, labour, competition or other businesses, technology, proximity to the market and costs. Stakeholder conflicts, organisational structures. Motivation in business – financial and non- financial.</p>
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	<p>uncertainty and risk for start-up businesses.</p> <p><i>There is timetabled provision for PSHE from Year 7 to 10</i></p>		<p>rights, equal pay and health and safety.</p> <p>Benefits and drawbacks of the different legal structures and the consequences of increasing the number and range of stakeholders.</p>	
<p>Examples of visits, enrichment and extra-curricular</p>	<p>Regular visits and question sessions with Rev. James Hollingsworth 'Grill a Vicar'; Holocaust Memorial Day and survivor visit; WWI battlefields visit; Children in Need; Trip to Mosque and church; Beliefs and Ethics Day – Y10; Assembly programme – often religious/spiritual themes or connections; Visiting representatives i.e. Humanist, Jewish etc for BE Day and in KS3.</p>	<p>Peers in School visit; Debate club; Holocaust survivor visit; Houses of Parliament trip; Tutor time debates and activities; WWI Battlefields Trip; Assembly programme; Children in Need.</p>	<p>PTA events; 'Thrive' work with accredited practitioner for specific students; 'Women in Maths' events; Sports clubs and teams; Sports Leadership; Leadership opportunities e.g. prefect system; Community Sporting Events; English speaking competition (Hooton Cup); Southern Schools Book Award; Visits to other countries and communities e.g. Nepal, Germany Work experience; Trip to Mosque and church; Battlefields Trip; School Council elections; 'Make your Mark' vote; East Sussex Youth Cabinet elections; Sponsored walk; Children in Need;</p>	<p>Author and actor visits; BBC News Report event; Theatre trips; Student-led school newspaper Ashdown Forest; Arts Award; Arts trips to museums e.g. Tate; Residential trips to other cultures: Madrid, Nepal, Cologne, Berlin; Dutch visitors in school; Art club; School shows; STEM Club; Young Designer Competition; DT Club; British Bake-Off competition; Careers events and trips; East Sussex Music Service events; Assembly programme – often cultural themes;</p>

			Fun Run; Work experience; Wales Camp; Rocket cars – Y7; Science museum trip - Y8	CARE club; Science live for y11; CREST awards
Examples of responsibility and leadership	Charity Representatives; Charity Fundraising (Jeans for Genes, Children in Need).	School Council and Tutor Reps; Peer Mentors; Reading buddies; Bus Prefects; Charity Representatives; Charity Fundraising (Jeans for Genes, Children in Need).	School Council and Year Councils; Peer Mentors; Transition Mentors; Student receptionist; Reading buddies; Head students and prefect system; Student surveys; Student guides for visitors; Student involvement in 'Open' events; Literacy and Numeracy ambassadors; East Sussex Youth Cabinet.	School Council and Year Councils; Librarians; Transition mentors; Bus Prefects; Student panels in interviews.
School environment	Displays			Displays of art work
External agencies/ partners	Visiting speakers on assembly programme e.g. Gideons; Entries for NATRE Spirited Arts Competition in KS3	Sussex University Raising Aspirations Programme from Year7 to 11	Mindfulness supported from accredited practitioner (University of Sussex) for specific students (when possible)	House of Lords visiting speaker annually (when possible). Visit to the House of Commons and Q and A with MP; International Women's Day commemoration; Participation in the British

				Council Connecting Classrooms Project.
Ethos, behaviour and expectations	Assemblies have many RE curriculum links (built into planning) e.g. Advent/Christmas – Christian; Jihad (struggle) – Muslim; Holocaust – Judaism.	Year 7 Team Building Day; Assemblies e.g. Tolerance, anti-bullying, PiXL assembly programme on kindness; clear and shared expectations/rules, rewards and consequences; Behaviour and values modelled by staff; School Rules and behaviour/rewards system; Shared values – student council supported review.	Year 7 Team Building Day; Assemblies e.g. tolerance, respect, democracy themes, clear and shared expectations/rules; Behaviour and values modelled by staff; School Rules – for the community; Assemblies led by tutor groups.	Assemblies e.g. cultural and also about identity (e.g. LGBT) Policies in place relating to: behaviour, safeguarding, inclusion; bullying, gender equality & disability equality; Year 10 Enterprise Day.
Community links	Peacefields Football Tournament (annual); Great War Project (legacy); Links to National Trust.	Healthy Schools Awards; 'Committed to Careers' Award; Charity fundraising and embracing student concerns on environmental issues.	Leadership of Primary sports events and competitions; Holocaust Memorial Day; Christmas performances to local primary schools; Carol Singing and/or visits to local Residential Homes; Art Exhibitions GCSE ; School drama and music productions.	School music and drama productions; Shanghai Maths Project.
Enrichment week		Year 9 Camp – right and wrong.	and Year 9 Camp – working together; Years 7 and 8 day-trips; Year 7 and 8 themed days; Sponsored Walk.	Year 10 Work Experience Week; Years 7 and 8 day-trips Year 7 and 8 themed Days