



SMSC / PSHE Policy

Oakmoor School

Lead Governor: Chair of Governors

**SLT Link: Assistant Headteacher,
Safeguarding**

Ratified by Governors: November 2024

Review date: November 2027

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1. Aims

This policy covers the Oakmoor School's approach to PSHE and SMSC. The aim of Personal, Social, Health and Economic Education, (PSHE) is to provide students with the knowledge, understanding, attitudes, values and skills they need in order to reach their full potential as individuals within our community, the wider community and their future. PSHE promotes the Social, Moral, Cultural and Spiritual, (SMSC) development of our students and prepares them for the opportunities, responsibilities and experiences of later life. SMSC education helps students to develop personal qualities which are valued, in particular, values that we have as a school community; for example Ambition, Determination, Excellence, Integrity, Kindness and respect as well as thoughtfulness, honesty, moral principles, independence and self-respect.

The purpose of our PSHE and SMSC Policy is to inspire excellence in all aspects of our lives, encouraging everyone in our community to strive to become the best version of themselves. We aim to foster an environment that prioritizes positive transformation in the world and encourages taking pride in everything we do.

This policy acts as a guide to help all members of our community embody our values and support each other in becoming their best selves. Through shared commitment, we aspire to create a positive ripple effect that extends beyond our community, shaping a better world for all.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

SMSC development of students is a requirement for all schools.

3. Content and delivery

3.1 What is SMSC / PSHE?

SMSC stands for **Spiritual, Moral, Social** and **Cultural** development. All schools (including Academies and Independent schools) in England must show a commitment to promoting the following aspects:

Spiritual:

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral:

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social:

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '[British Values](#)' of democracy, the rule of law, liberty, respect and tolerance.

Cultural:

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

PSHE stands for **Personal, Social, Health** and **Economic** education. All schools (including Academies and Independent schools) in England must show a commitment to delivering a high-quality PSHE curriculum.

3.2 What we deliver

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance.

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. Please click here for the [Relationships and Sex Education Policy](#)

For other aspects of PSHE, including health education, see the [attached curriculum map](#) for more details about what we teach in each year group.

3.3 How we deliver it

- › PSHE lessons take place on Friday mornings during a tutor time session.
- › SMSC is infused throughout the daily life of school and equally throughout every assembly delivered. Oakmoor School have a fortnightly rota of assemblies which serve both House and Year Group assemblies. This allows for specifically targeted SMSC / PSHE age appropriate messages to but also as collective messages throughout the house assemblies to promote equalities so that all students can thrive together.
- › Educational visits and school trips help students gain a deeper understanding of the world around them, including visits to museums, cultural centers, and historical sites, as well as international trips thus broadening cultural awareness and SMSC development.
- › The PSHE curriculum is delivered by all tutors within the school. SMSC is delivered through all departments including PSHE. Please see Appendix I for further details.
- › The DSL and PSHE lead will ensure that PSHE lessons and other areas where SMSC is threaded through will create a safe and supportive learning environment by:
 - Ensuring that the pastoral team and Academic and Pastoral Leaders are aware of the curriculum to ensure that students are correctly supported;
 - Ensuring that where students indicate that they may be vulnerable or at risk, they will get appropriate support;
 - Giving staff training to ensure that staff are aware of how to teach sensitive topics;
 - Ensuring staff follow the Safeguarding/Child Protection Policy.
- › Teachers can seek support for any concerns they have by attending PSHE and Safeguarding drop in sessions run by the DSL and PSHE lead whenever the need for any reasons, whether that be for religious purposes, alternative beliefs or other.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE and SMSC Policy and hold the headteacher to account for its implementation.

4.2 The Headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school and that SMSC is at the forefront of all school life.

4.3 Staff

Staff are responsible for:

- › Delivering PSHE in a sensitive way
- › Demonstrating and modelling high levels of spiritual, moral, social and cultural awareness
- › Responding to the needs of individual students
- › Sara Haga is lead for PSHE at Oakmoor School and will complete regular checks and update where necessary on all latest guidelines and contextual concerns.

4.4 Students

Students are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity demonstrating an open-minded approach to diverse perspectives, showing empathy towards others' experiences, and adhering to the principles of equality, fairness, and kindness in all interactions.

5. Monitoring arrangements

The delivery of PSHE / SMSC is monitored by Callie Evans through learning walks, regular meetings with the PSHE lead, book scrutinies and planning scrutinies.

This policy will be reviewed by Callie Evans every three years. At every review, the policy will be approved by the governing board.

6. Links with other policies

This policy links to the following policies and procedures:

[Relationships and Sex Education Policy](#)

RATIFICATION DATE AND CHAIR'S SIGNATURE

Ratified/Signature:

Print Name:

Date:



Oakmoor School Academy SMSC Audit:

Introduction:

Spiritual, moral, social and cultural aspects of learning are a key feature of the success of a school. At Oakmoor School, SMSC is delivered through all the elements of school life a student comes into contact with. This is evident in the curriculum that is planned, the way that curriculum is delivered, the pastoral systems within the school and the opportunities that Oakmoor School provides.

This audit of SMSC demonstrates some of the ways in which each area of the school contributes to this.

Contributing elements:

SMSC topics and concepts are a regular part of the student experience across curriculum areas. This is supplemented by the PSHE schedule, which provides further experiences for students that develop their understanding of life beyond school.

In addition, the tutor group system contributes through elements such as the work of tutors to support the development of students. Assemblies are a key feature of this system.

Furthermore, students are given many opportunities to extend their development outside of the scheduled day. Students are given many opportunities to take on leading roles in the school, such as members of the school council or mental health first aiders through to being Head Student. There are also many extra-curricular activities that extend this further.

Additionally, extra support to students when they require it is provided through the robust pastoral care system. Key features of this include tutors, the APL role, Pastoral, the Hub and Link.

All students are consistently encouraged and required to be positive members of the community through the promotion of a culture of respect and through the behaviour policy.

Detailed evidence from department areas
APL/Pastoral team

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<p><u>Spiritual:</u></p> <ul style="list-style-type: none"> • Assembly themes & students assemblies • Extra-Curricular – DofE for example • Student leader role / FAMH • Peer mentoring – student leaders • Buddy system for new or vulnerable students • One to one sessions with tutor or PA's • Team building activities • Remembrance service – town wide • Senior student leader interviews for Head Student roles • House competitions and individual competitions • Participation in charity events, raising money 	<p><u>Moral:</u></p> <ul style="list-style-type: none"> • Reflection on incidents, understanding roles within an incident and the consequences, restorative work • Engagement and behaviour for learning – student voice and involvement in creating whole school approaches – the new school values. • Oakmoor Values assemblies. • Remembrance service – town wide • Student voice, school council • One to one sessions with tutors or PA's to discuss and work through issues/areas • Re-integration meetings/disciplinary warning & meeting process • Behaviour for learning and zero tolerance
<p><u>Spiritual</u> Rewards events</p> <ul style="list-style-type: none"> • Student voice, school council • Academic mentoring <p>We allow students to discuss views with each other in a monitored and appropriate environment. This we feel allows them to grow, listen and respect others' opinions and views.</p> <p>Our Hub & Link mentoring and ELSA/TALA processes include opportunities to address and/or discuss topical issues as well as how to work effectively with peers.</p> <p>The self-esteem, well-being and confidence of students as learners is developed through focussed intervention and small group activities.</p> <p>Students are encouraged to express themselves through art, creative outlets and wellbeing activities as appropriate and necessary.</p> <p>working with small groups to work through issues</p> <ul style="list-style-type: none"> • House competitions • Buddy for new or vulnerable students • New Intake day – team work and 	<p><u>Moral:</u> Reconciliation & mediation with students/staff after an incident</p> <ul style="list-style-type: none"> • Tutor reading programme <p>Targeted support for individual pupils who have emotional difficulties.</p> <p>Focused topics are discussed as required for example respect for oneself and others, tolerance of peers and understanding of expectations in school and society.</p> <p>Students are encouraged to develop their social skills and build positive working relationships.</p> <p>We hold group/1 to 1 discussions on potential consequences / impact on others related to individual actions and choices. This supports students to develop their awareness and associated skills to manage their emotions, behaviours and awareness of their world around them.</p> <p>Reward time is provided to students who portray positive learning behaviours in order to raise self-esteem boost mental health and increase self-confidence.</p>
<p><u>Social:</u></p> <ul style="list-style-type: none"> • Peer mentoring – senior student leaders <p>We encourage students to work together with peers and staff in a supportive, respectful and encouraging manner. Students feel a sense of belonging, build relationships and develop connections.</p> <p>Staff model positive working relationships to</p>	<p><u>Cultural:</u></p> <p>Staff encourage students to share their knowledge and awareness of cultural topics. We use these discussions to educate and correct misconceptions or inappropriate/unhealthy points of view.</p> <p>We encourage students to bring ideas and interests into the classroom to be discussed/displayed, which</p>

Computing

In this department, SMSC is principally developed through embedding the

<p>demonstrate to students the importance of working as a team and supporting each other.</p> <p>Small group/1 to 1 allows students to develop their social skills, confidence and peer interaction. With smaller groups, staff are able to encourage and facilitate a positive, effective and constructive learning environment with students who find this challenging in mainstream lessons.</p> <p>Staff take time and build in opportunities to mentor and support student's holistic needs as appropriate and necessary. We encourage older students to support the learning of younger students where appropriate.</p> <p>Staff help students to build resilience through social skills group sessions and achievable targets to help with future development.</p>	<p>are individual to their own culture and beliefs. National and International days are recognised and celebrated within the department.</p> <p>Staff encourage acceptance of others, their differences and learning difficulties within the school environment and wider community.</p>
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different strands throughout the curriculum relating to the pupils experience of computing activities.

Key Examples	
<p><u>Spiritual:</u></p> <p>-Year 8 Computer Science Artificial Intelligence Unit. Looking at Alan Turing and especially of the story leading to his death.</p> <p>We consider how Alan was considered a hero for his efforts in solving the Enigma code and how his arrest for his sexuality and subsequent suicide compare to how we want our society to be today.</p>	<p><u>Moral:</u></p> <p>-Year 7 E-Safety Autumn 1 understanding the principles that keep themselves and others safe online.</p> <p>-Year 8, 9, 10, 11 through starter activities considering topical issues around remaining safe online.</p> <p>GCSE Computer Science – Considers several Ethical issues in the UK and around the world relating to the use of Computers.</p>
<p><u>Social:</u></p> <p>-Year 9 – ICT Option Course.</p> <p>We consider in detail how Social Media and E-Safety affects different groups in our society.</p> <p>Pupils then have to communicate in different</p>	<p><u>Cultural:</u></p> <p>-GCSE Computer Science –</p> <p>The development of Artificial Intelligence and the impact on their culture now and in the future.</p>

ways to these groups (5-7, Teenagers, Parents and Guardians).

We also explore how fake news stories are circulated with social media, we create fake news stories and consider how to identify fake news stories.

Drama

Year 7 - we focus very heavily on how to work as a team and good communication skills for the first part of year 7, making clear that everybody is an integral player in any group and where we can also use these skills in life both now and later on.

The Disappearance - a unit about a missing girl. The students have to consider all those involved eg parents, police etc to enable them to understand and empathise with different groups of people. They also look at the perspective of the missing girl and try to step in to the shoes of someone who is alone and frightened and what impact that might have both now and in the future.

Year 8 - Homelessness - In January students explore who and why people become homeless and look at the perspectives of both homeless people and society. We spend time focusing on why children become homeless and students use drama to explore both the reasons and the outcomes of children in this situation.

Year 9 - Devising project - students are given a stimulus to interpret involving scenes of war and destruction and poverty and are given the freedom to explore an avenue of their choice using practical drama. We encourage students to explore and question war which usually links to religion and or politics in some way and the students use their understanding to create a piece of theatre with a clear moral and or social issue.

Year 10 - we explore a devising unit based around secrets and other evocative stimuli. which questions morality and life choices. During this unit we also cover important issues involving social media, cyber bullying, sexting, adoption and related topics to encourage students to research and understand the consequences of the decision that we make in life and the impact they can have on others.

year 11 – we study a play called 'Things I know to be True' which tackles a range of sensitive issues within a family. Examples include the impact of divorce, gender reassignment, financial choices, depression and suicide. Students use this to consider and discuss with a view to exploring these issues through practical drama.

Bouncers - a play exploring the nightlife in Britain and binge drinking. This play is a comedy with a very dark subtext which encourages students to look beneath the fun aspects of alcohol and to focus on how we as a society behave and the impact this has on us as people. (social/moral)

English

In this department, SMSC is principally developed through a range of reading materials. The choices of novels, poems and non-fiction allow us to discuss SMSC issues.

In addition to that, our choice of stimulus when completing writing tasks can also require students to think about these wider issues in more depth.

Key Examples	
<p><u>Spiritual:</u></p> <p>-There are always opportunities for students to think of themselves as a leader when discussing issues as part of smaller groups.</p> <p>-We study key characters in novels and ask students to empathise with them so they can discuss how they might react in a similar situation. (Jim Hawkins in Treasure Island, Bonnie in Wolves of Willoughby Chase, John Proctor in The Crucible)</p> <p>-Key themes also asks students to consider the spiritual side in human nature – (Short Stories Relationships and Identity, Power and Conflict poetry, The Crucible)</p>	<p><u>Moral:</u></p> <p>-There are many moral dilemmas given to students. When working on writing skills, in particular to argue and persuade, we ask students to consider issues such as the death penalty, corporal punishment in schools, banning tobacco entirely etc. We look at how the government and media speak to us and the issues that are pushed through to us as a population.</p> <p>We also focus on moral arguments when reading particular texts (Social Justice Non-fiction, The Crucible, Conflict Non-fiction, Dystopian stories, An Inspector Calls, A Christmas Carol)</p>
<p><u>Social:</u></p> <p>Many opportunities to use group work to develop their skills and themselves. We try to encourage students to take on different roles at different times – they might ‘chair’ a discussion, they might take notes, they might be the creative input etc. We try to give them a range of skills to work on in different contexts.</p> <p>They also need to consider wider social issues when reading novels – equality between upper and lower class (An Inspector Calls, A Christmas Carol), and reflect on whether that is still relevant today.</p>	<p><u>Cultural:</u></p> <p>We study texts from our literary heritage (Shakespeare, Dickens, Miller etc.) and investigate how they have shaped the language and ideas in literature today. We also study texts from other cultures – focusing on a range of poetry (John Agard, Imtiaz Dharker) and non-fiction texts from a range of cultures (I am Malala, Anne Frank, Chimamanda Ngozi Adichie).</p>

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on at Oakmoor School by directly dealing with important life issues with the students and providing them will valuable “life experiences” and a deeper understanding of the world around them.

Key Examples	
<p><u>Spiritual:</u></p> <ul style="list-style-type: none"> • Year 7 and 8 - Students consider their future by considering the likely outcomes of different courses of action with a focus on careers. • All years - Promotes feelings of self-worth and includes issues such as the 	<p><u>Moral:</u></p> <ul style="list-style-type: none"> • Year 7 and 8 - Being a good friend: Anti-bullying and moral courage of bystanders. • LGBTQ+ rights and inclusion. • Year 9 and 10 - Exploitation and Radicalisation

<p>emotional aspects of a healthy relationship.</p> <ul style="list-style-type: none"> • Year 10 – Careers: Students consider aspects of their own future and what they want from it. • All Years - explore how mental health is just as important as physical health, they more deeply explore the spiritual meaning of mindfulness 	<ul style="list-style-type: none"> • Year 10 - Family Life: Students consider issues relating to modern family life. • Year 11 – Pornography: Students develop their understanding the impacts of pornography on behaviour. • Year 8, 9, 10 and 11 – Look at society and law by looking at crime, drugs, alcohol and gangs and the dangers of these. • All Years – explore what healthy relationships are within friendships, family, community and romantic relationships.
<p><u>Social:</u></p> <ul style="list-style-type: none"> • Year 7 - focus on staying safe on the internet including sexting and e safety. • Year 8 – Diversity: Students consider their own attitudes by putting themselves in the shoes of different segments of society, such as disabled people. • Year 9 - Politics: The impact of political spending decisions on society. • Year 10 - Addiction education. The impacts of drugs, alcohol and gambling use on society. • Year 10 and 11 - University Links are introduced for future social possibilities. • Year 11 - Interviews: Students develop skills and complete practice interviews. • Year 11 – Human Rights: Students will look at human rights in the UK and the wider world to understand a broader perspective of the world we live in today. 	<p><u>Cultural:</u></p> <ul style="list-style-type: none"> • Year 8 - Diversity: Students consider the experiences of different segments of society. • Year 10 – First Aid training session for all students with the Red Cross • All years – Will gain an understanding of how kindness and empathy is the foundation to our community

Geography

In this department, SMSC is principally developed through a consideration of a wide variety of social and cultural issues. It is present throughout most units, examples given below.

Key Examples	
<p><u>Spiritual:</u></p> <ul style="list-style-type: none"> - Students given the opportunity to learn and reflect on landscapes and environment across the world. - Yr 7 includes work on our local environment - South Downs National Park with reflections on how we use it and the impact this has. - Looking at the effects of natural disasters and the differences in impacts on the developed and developing world – discussing and deciding what aid is most appropriate and why. - Yr 8 migration – developing understanding and empathy about why people migrate. - Yr 7 settlements looking not only at the physicality of settlement location but also the effect of mindset on where people chose/ have to settle. 	<p><u>Moral:</u></p> <p>Consideration given to differing points of view within a subject,</p> <ul style="list-style-type: none"> - yr 8 unit on crime – When learning about piracy, blood diamonds - yr 8 Russia – investigation and debate into the best way to manage the Taiga forest. - KS4 sustainable mgmt. of rainforests – considering the idea of sustainability and balancing the needs of local community with conservation and economic development. - KS4 global development – looking at models of development and the positive and negative impacts on the countries as well as the impact of geopolitics and colonialism. - KS3 – China – exploring issues such as the one child policy and sweatshops.
<p><u>Social:</u></p> <ul style="list-style-type: none"> - Students work collaboratively on projects in pairs and teams eg yr 7 project on a sustainable tourism venture for Iceland. - Opportunities for creativity – landscape in a box – also has the opportunity to share and appreciate the work of other students with class feedback. - KS3 looking at life in Iceland, China and Russia - Opportunities for paired and class discussion. 	<p><u>Cultural:</u></p> <p>Students consider a wide variety of cultural aspects throughout most Geography units.</p> <p>For example:</p> <ul style="list-style-type: none"> -Amazing Places – KS3: Iceland/ Dubai - Russia – yr 8 – looking at life in the coldest inhabited place on earth. -Changing Cities – Population inequality in Birmingham and Mexico City – comparing ethnicity/cultural groupings - KS4 – Mexico City – how the city has developed and the function and role of different areas and people’s lives within them. Eg rural – urban migrants.

Department: **History**

In this department, SMSC is principally developed through the diversity of past people, places and events featured in lessons.

Key Examples	
<p><u>Spiritual:</u></p> <ul style="list-style-type: none"> • Consideration of Medieval Catholicism, including notions of heaven, hell and purgatory (yr7). • The study of heresy and treason as major crimes throughout History • Study of European and English reformation. Includes doctrinal differences between Catholic and Protestant (yr 7). • Exploration of missionary zeal through study of British Empire (yr8). • Evaluation of role of religion in Indian Mutiny (yr8). • Exploration of significance of key individuals in history (all years). • GCSE Elizabeth I and the impact of religion and religious differences throughout her reign • GCSE: The role of religious power throughout History and how this affected crime and punishment. • Nazi control and resistance from the Church 	<p><u>Moral:</u></p> <ul style="list-style-type: none"> • Focus on treatment of Jews, minorities and women in Nazi Germany • Treatment of the poor in both Crime and Punishment and Elizabeth I • Various decision making exercises, including making a peace treaty in 1919, deciding whether to drop the atomic bomb in 1945 (all years). • Consideration of blame/culpability in trans-Atlantic slave trade, Holocaust, Irish famine and other examples from the past (yr8-11). • UCL Beacon School Holocaust Unit – who was responsible? Empathy throughout unit.
<p><u>Social:</u></p> <ul style="list-style-type: none"> • Various opportunities for group work. Allocation of roles. Emphasis on effective speaking and listening. • Discursive subject – clear rules for class discourse. • Paired talk a major feature of every lesson. • Social History – everyday life in Tudor, Stuart, Victorian England (Yr 7), everyday life in World Wars (yr 8), Elizabethan England, Nazi Germany. 	<p><u>Cultural:</u></p> <ul style="list-style-type: none"> • Considerable use of cultural sources used in lessons, including paintings, literature, music, poetry and buildings (all years). • Great use made of museum and gallery exhibits. E.g. students write to NPG and design audio guide for British Museum as end tasks at KS3 and KS4.
Key Examples	
<p><u>Spiritual:</u></p> <ul style="list-style-type: none"> -Family situations -Local History of Bordon and the role this plays within society. -Relationships (family and friends) -Hobbies -Character 	<p><u>Moral:</u></p> <ul style="list-style-type: none"> -Drugs -Alcohol -Smoking -Youth issues -Environment and Environmental issues -Social issues close to home -Technology

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In this department, SMSC is principally developed through the exploration of language through the topic areas detailed below.

	-Media
<u>Social:</u> -Relationships (family and friends) -Talking about family -Exploring social issues and equality -Local area -School -Bullying - Use of technology and social media	<u>Cultural:</u> -Traditions -Festivals -Countries and flags -Celebration days -Food and Mealtimes

Music

In this department, SMSC is principally developed through encouraging pupils to take part in music from a variety of cultures, and developing their own creativity.

Key Examples	
<u>Spiritual:</u> <p>Pupils have the opportunity to develop their own ideas and be creative in every unit. There should be authentic musical moments in every lesson which give the opportunity to inspire pupils: either watching or listening to a professional performance, or listening to other student work.</p> <p>Developing the ability to practise an instrument independently increases pupils' self-motivation and self-confidence. The best examples of this are in expressive composition work at KS3 and KS4 Performance.</p>	<u>Moral:</u> <p>Music provides and promotes a way for pupils to express themselves in a positive way, rather than in any way which might have a negative impact on others.</p> <p>Studying varying styles of music also increases pupils' emotional awareness.</p>
<u>Social:</u> <p>Music involves lots of group work and good relationships are needed in order to make progress.</p> <p>Year 7 and 8: all projects include modelling good teamwork, being able to rehearse productively as a group, being able to work flexibly in different groups.</p>	<u>Cultural:</u> <p>Learning about the cultural context of music is crucial and this is covered in every unit by looking at a brief history of the time and place in which the music emerged. Some examples include:</p> <p>Pupils' own culture: Year 7 Film</p>

<p>This develops in Year 9 with preparation led by students to produce mini concerts.</p> <p>KS4: pupils have to prepare and perform a 15 minute concert to include ensemble and solo performances. This encourages good working relationships outside the classroom as well as in lessons.</p>	<p>Year 8 Jazz</p> <p>Year 9 Song writing</p> <p>Year 10 Unit 203</p> <p>Year 11 Unit 233</p> <p>Other cultures:</p> <p>Year 7 Italian Baroque composers</p> <p>Year 8 Reggae</p> <p>Year 9 Blues</p> <p>Year 10 Unit 209</p>
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department, SMSC is principally developed through group work and students working collaboratively to solve problems or support each other.

Key Examples	
<u>Spiritual:</u>	<u>Moral:</u>
<p><u>Social:</u></p> <p>-Group work – tarsia activities, number loops, problem solving.</p>	<u>Cultural:</u>

PE

In this department, SMSC is principally developed through a strong focus on SMSC in all team games, in and outside of the curriculum, and in how we compete with fair play and respect.

In addition, we continue to develop Outdoor Adventure Activities onto our curriculum. This activity runs in year 8 and builds upon the work that is done previously. The Year 8 OAA Unit of work allows students the opportunity to develop; team building, communication, trust and develop problem solving skills.

Key Examples	
<p><u>Spiritual:</u></p> <p>Sport gives a wonderful opportunity to develop individual character and boost self-esteem. We take every opportunity to enable every student the opportunity to develop Physically and mentally within our practical curriculum and through our extensive extra-curricular programme.</p>	<p><u>Moral:</u></p> <p>KS3, KS4 core PE and BTEC Practical, Interhouse competitions and in all after school fixtures and competitions – Focus on Fair Play and Respect. Win and lose with dignity.</p> <p>Focus on Rights, Respect and Responsibility in team sports as well as individual sports.</p> <p>Our newly formed Oakmoor Extra-Curricular charter is shared with all participants to ensure sport is played in the right way and everyone respects all players, coaches and officials.</p>
<p><u>Social:</u></p> <p>KS3 theory based homework's and BTEC Sport – Theory – Participation in Sport and Leading sports events.</p> <p>OAA unit of work in Year 8</p> <p>Focus on Rights, Respect and Responsibility in Taekwondo in Year 9 and 10 Core Options.</p> <p>All Team sport competitive and non-competitive follow the notion of respecting officials decisions and everyone involved in the game whether it players or spectators.</p> <p>Junior School Championships sessions lead by BTEC students allow for community based interaction and social activity amongst friends but also across a wider town wide scale.</p>	<p><u>Cultural:</u></p> <p>KS3 theory homework and BTEC Sport theory lessons. Unit 6, attributes and how to behave in sport. Responsibilities required to be successful.</p> <p>PE continue to try and develop a deeper meaning of different cultures within the world of sports through well planned BTEC Sport and core lessons. The use of athletics and the summer term is being used, alongside all departments, to develop work on the holocaust.</p>

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curriculum is organised around big questions that are considered across a year as an overarching theme, as a main question across a unit or a lesson focus that contributes to this wider understanding. Important SMSC themes are considered directly through these questions, whilst activities such as creative projects and discussing difficult topics in a meaningful way also contribute to the personal development of students.

Key Examples

<p><u>Spiritual:</u></p> <p>Examples:</p> <ul style="list-style-type: none"> - Spirited Arts competition in Years 7 and 8. Completed around a given theme such as hope. -Year 7. Reflecting on what matters to them through symbols. -Year 10 Core. Meditation. -Year 10 GCSE. Creative responses to the idea of love. -GCSE RE also has visits from members of faith communities to broaden their understanding of different spiritual outlooks. 	<p><u>Moral:</u></p> <p>Moral issues are the direct focus of many lessons. Students are required to consider different viewpoints and express their own in a coherent fashion, including considering the impact of different ideas on society.</p> <p>For example:</p> <ul style="list-style-type: none"> -“Should we all follow the idea of agape?” (Year 7). -“Can war ever be a good thing?” (Year 8). -Moral judgements related to intervention in other countries and Human Rights. (Year 9 Core). -“Should the UK reintroduce the death penalty?” (Year 10 Core RE). -The morality of nuclear deterrence. (Year 11 Core). -“Can abortion ever be acceptable?” (Year 11 GCSE).
<p><u>Social:</u></p> <p>Social issues are discussed and explored regularly.</p> <p>For example:</p> <ul style="list-style-type: none"> -The theme of Year 7 is “How should a community act?” -Year 7, a unit focused on racism. -Year 8, attitudes to violence in society. -Year 9, a unit focused on the topic of gender equality. -Year 10 Core, a focus on policing and the role the police have in society. -Year 11. The theme is “Into the Future”, looking at issues that are and will shape the future of our society. -GCSE. The Human Rights and Conflict units particularly consider the relationships between personal belief and society. The Relationships unit considers the changing attitudes of society to gender roles and same-sex relationships. <p>Tasks such as challenges, competitions and discussion work provide many opportunities to develop positive social skills and attitudes.</p> <p>For example:</p> <ul style="list-style-type: none"> -A group challenge to persuade others who the most inspirational Civil Rights figure is. -The “Argument Grandmaster” challenge in Year 8, where students work together to try and beat the teacher in a debate about the value of human life. 	<p><u>Cultural:</u></p> <ul style="list-style-type: none"> -Considering a variety of cultures and outlooks is core to RE. KS3 includes focused time on Christianity, Sikhism and Islam. Judaism is also referenced. -The optional GCSE focuses on Christianity and Islam. -The core RE course in KS4 also considers Buddhism and non-religious worldviews. -In addition to this, the viewpoints and cultures of the students are regularly the starting point or a point of comparison within the above topics. -Visits to Winchester Cathedral, Tilbury Mosque, and local churches.

Science

Key Examples	
<u>Spiritual:</u> Universe and our place within it. KS3 and KS4.	<u>Moral:</u> Stopping distances, safety regarding acids, extinction, global warming, human impact, recycling, plastic ocean, polymers and bioaccumulation. KS3 and KS4.
<u>Social:</u> Sound waves, stem cells, genetic engineering, drugs, smoking, alcohol, nuclear catastrophes like Chernobyl, renewable energy, mining, quarrying and pollution. KS3 and KS4.	<u>Cultural:</u> Inheritance, variation, epidemics/pandemics, contraception and evolution. KS3 and KS4. Marwell Zoo trip. LifeLab opportunities.

SLT

<p><u>Spiritual:</u></p> <ul style="list-style-type: none"> • Assembly themes & students assemblies • Student leader role • Peer mentoring – senior student leaders • Buddy systems for staff and students • Participation in charity events • Remembrance service – town wide • Rewards events • Student voice, school council • Academic mentoring • Thought for the fortnight in registration time • Tutors and one to one sessions for students • Targets, developing and encouraging individual success • Strong pastoral team/work across the school • Emotional literacy – ELSA for identified individuals. • VT system 	<p><u>Moral:</u></p> <ul style="list-style-type: none"> • Reflection on incidents, understanding roles within an incident and the consequences, restorative work • Engagement and behaviour for learning – student voice and involvement in creating whole school approaches – the posters in classrooms and Golden Rules were created by feedback from the students. • Kindness and anti-bullying assemblies, school wide events, school charter • Remembrance service – town wide • Student voice, school council • One to one sessions with tutors or PA's to discuss and work through issues/areas • Re-integration meetings/Disciplinary warning & meeting process • Behaviour for learning and zero tolerance • Reconciliation & mediation with students/staff after an incident • Bridge programme – opportunity to learn and make changes to be successful • Thought for the fortnight in registration time • Use of outside agencies & working with them for the benefit of the students • Strong pastoral team/work across the school • Students involved in belonging day and creation of behaviour charters.
<p><u>Social:</u></p> <ul style="list-style-type: none"> • VT system throughout the school • House system • Kindness and anti-bullying assemblies, school wide events, school charter • School trips and events • Cantata event with all local schools in December • Registration group assemblies • Student leader work – helping at school events, completing tours, speaking to visitors, taking part in interviews • Behaviour for learning policy within the school • Interviews such as careers, college • House competitions • Buddy system – students and staff • New Intake day – team work and welcoming new members to the school • Peer mentoring – senior student leaders • Whole school assemblies • Use of outside agencies & working with them for the benefit of the students • Student voice, school council • PSHE • Transition work with Year 5 & 6 	<p><u>Cultural:</u></p> <ul style="list-style-type: none"> • Year group assemblies • Assemblies • Gideons assembly • Thought for the week in registration time • VT system • Student voice, school council • PSHE • Whole school trips

Art & Design and Photography

In our department, SMSC is principally developed through discussion, questioning, reflecting, sharing, final outcome of a piece of work.

<p><u>Spiritual:</u></p> <p>Self - portrait work – investigating self, self awareness and character.</p> <p>Portrait work based on an idol – who is an inspiration to you and why? Choice of person, enjoyment of task as it is someone they admire and can relate to.</p> <p>T.S Eliot “Cats” poems – research and understanding into characters, attitudes, feelings, values and illustrating this through a drawing of the character. Questioning techniques to encourage students to think deeply around areas related to character, beliefs and values.</p> <p>Masks – researching and investigating characters, beliefs, values, attitudes, feelings, traditions, human condition.</p> <p>Aboriginal paintings and drawings – beliefs, feelings, human condition, values, questioning techniques to encourage students to think deeply around areas related to character, beliefs, traditions and values.</p> <p>Class discussion for inspiration, sharing, developing – talking about their own work and the work of others and artists.</p> <p>Celebrating the work of each student, respecting and encouraging. Work on display and shared in lessons.</p>	<p><u>Moral:</u></p> <p>T.S Eliot “Cats” – discussion of consequences in relation to some of the actions of the characters.</p> <p>During all lessons across all years – listening to others, being listened to, supporting each other and sharing.</p> <p>Exploring how motivation, attitude and behaviour can affect their own outcomes as well as the outcomes of others.</p> <p>Encouraging respect of displays.</p> <p>Encouraging the diversity of opinions, preferences, dislikes & likes when looking at others work and the work of artists – respect for this.</p> <p>Respect of materials & equipment and responsibility for looking after these – consequences of this etc.</p>
<p><u>Social:</u></p> <p>Working in pairs/small groups.</p> <p>Respect of peers and staff – general expectations.</p> <p>Respect of others work and opinions when discussing in small or large groups.</p> <p>Celebration of work on display in the classroom and around the school.</p> <p>Discussion of beliefs, attitudes, characters, relationships, traditions in the Mask, Cats & Aboriginal projects.</p>	<p><u>Cultural:</u></p> <p>Developing knowledge of cultural beliefs, attitudes, traditions and values within Portrait, Aboriginal and Masks.</p> <p>Comparing cultures with their own and looking at the diversity across different cultures.</p> <p>Art history from around the world is part of every project.</p>