

## SMSC in PDL 2019-2020

Whilst the department prides itself on the teaching of PDL as a specialist subject, we also take the development of the whole child very seriously and contribute to the Spiritual, Moral, Social and Cultural development of all of our students.

We contribute in the formal curriculum via:

### SPIRITUAL

#### KS3

- During the yr9 'health education' workshops, students are asked to spend 5 minutes after each session **reflecting** on their experience – what has it **shown** them, helped them to **appreciate**, **challenged** them to think etc. They also use **imagination** and **creativity** as they **present** their learning via a variety of media. In lessons focused on cultural beliefs students are encouraged to look at their own culture and what they might believe in.

#### KS4

- During work-related learning sessions, student's complete activities that give them suggested career paths re: skill sets, preferences etc. This **fascinates** as it sometimes **confirms**, sometimes **challenges** their **self-awareness** about their future.
- A variety of topics and issues are addressed that demand **reflection** regarding **their perspective** on life, their **feelings** and **opinions**. For example: poverty, homelessness, exploitative relationships, multiculturalism, divorce and bereavement and addiction.
- When looking at '**communities**', the issue of **faith** and **values**, **understanding** and **appreciation of diversity** is incorporated into the activities.

#### KS5

- When 'outside of my world' sessions are delivered, for example 'remembering the holocaust' or 'remembrance', students are asked to **empathise** with all concerned – what would you be feeling, how would you respond etc.
- Students have the opportunity, in tutor groups, to **reflect** on the issues raised during assemblies or presentations and complete reflection logs.

#### General

- Regular lesson **opportunities** to **reflect** on their learning and the (often controversial) issues raised. E.g. 'star, star, wish...' or 'my personal/emotional response is...' or 'now I know that I should...'
- When the CL for PHSCE lead assemblies, there are moments for **quiet reflection** as we ask them to consider their **beliefs**, their **response** etc. For example, the recent assemblies on extremism challenged their stereotypes and worldview of who/what 'extremism' is.
- **Target setting** activities, **designated planner pages/form time opportunities** and their end-of-year reports **reflection page** all give students the opportunity to **reflect** on their **life journey**.

### MORAL

#### KS3

- Students study a wide range of lessons targeting **morals** and the **difference between right and wrong**. We encourage students to look at their **own morals** and how they might **challenge** certain issues around themselves. In year 7 students focus on a range of **personal wellbeing topics**, where

**morals** are a key factor. **Choices** they make as individuals are **challenged** and this issue is highlighted here. For example in the 'Staying Safe' module, students are encouraged to think about the choices they make and how these might force them to think about their morals and how they behave. These issues are consistently raised throughout the whole of KS3 - where we try to create morally aware students.

#### KS4

- When exploring crime & consequences and government & parliament (inc. laws), students make **judgements** about **right** and **wrong**, both **legally** and **morally**. They look at criminal and civil law and the many, wide-ranging **consequences** of various **choices**.
- Many activities in the lessons mentioned above **demand a response** and an opinion, supported with **reasoning** and **evidence**. Students have the opportunity to hear the viewpoints of others, **challenge** them but also be **challenged**.
- The classic combination of **choices** and **consequences** is incorporated into a variety of topics/lessons, **e.g. crime, drugs, SRE etc.**
- **Debates** are a feature of Shine lessons that enable them to develop their own **viewpoints**, by **hearing** from **others**. For example the yr11 debate on the death penalty.

#### KS5

- A variety of **personal safety sessions**, delivered in **partnership** with Cheshire Police, Cheshire Fire and Cheshire East Council, enable students to consider their choices, the potential **consequences** and therefore make **informed choices**.

#### General

- **Cheshire Police** deliver **assemblies** to support our work regarding **choices** and **consequences**, rights and responsibilities and **'the right thing to do', empowering students to make positive life choices.**

### SOCIAL

#### KS3

- Many of the topics covered in KS3 focus on students' **social responsibility** in our **community**. Students work on issues like, democracy, sweatshops, criminal justice, moral and social responsibilities and relationships and friendships in all KS3 classes. The lessons encourage students to be an **active member of our society** and give them an **understanding** of **social rules** and **practises**.

#### KS4

- Many of the Programmes of Study culminate with a **group project** of some sort, e.g. an opportunity to develop a **campaign** to 'sell' their message. For example, the drugs & alcohol and positive relationships SOW.
- Conflict resolution and the use of assertiveness are **social skills** that are **developed**, sometimes via role play, in various Programmes of Study. Examples include: SRE, alcohol and drugs education, personal wellbeing ('life skills').
- The **SRE SOW** in particular has a **fantastic negotiation activity** in it where students learn skills of **assertiveness** etc.

#### KS5

- Students are required to **'volunteer'** an hour each week as 'free for all' time. During this time, they **support the work of departments, staff or students around Malbank.**
- Students are also part of **peer-mentor** and **buddy structures** whereby learning and students are **supported** and **issues resolved.**

#### General

- There are numerous other **volunteering opportunities** and **charitable/fundraising opportunities** that are promoted via the Shine curriculum or via our assembly programme. **Examples include: Barnardo's day (6<sup>th</sup> form) and sport relief events.**

### CULTURAL

#### KS3

- Students are exposed to a range of lessons throughout KS3 that highlight the importance of **cultural awareness.** 'Cultural diversity in the criminal justice system', 'Global awareness of Human Rights', 'Blood diamonds' and 'Attitudes to differences' are some examples of how we **raise cultural awareness in KS3 Shine.**

#### KS4

- Sessions on human rights, freedom of speech, topical affairs that are 'outside of their world' and the work of organisations like the UN and amnesty international all **enable** students to understand and appreciate the **global diversity of culture.**
- **Voting** and the role of **government** and **parliament** are explored in terms of how they uphold our history, rights, freedoms and privileges.

#### KS5

- Presentations on **MP's, parliament and democracy** and **mock-election events** enable students to **acquire an understanding** of how these **processes and institutions shape who we are and where we live.**

#### General

- Having recently run a series of assemblies and sessions on extremism and radicalisation, students have had the opportunity to consider their own culture in comparison to other cultures. Stereotypes were challenged, myths clarified and facts presented. British Values were addressed.