

Harlington School

SMSC Policy and Subject Audit



“Know each child, nurture each child”.

SMSC Policy

The following is a definition of what is believed to be Spiritual, Moral, Social & Cultural Development.

Spiritual development

- Personal development relating to the spirit or soul and the intangible. N.B. It does not relate to physical nature or matter and is not synonymous with religious education – although religious education can be a major vehicle for the delivery of spiritual matters.

Moral development

- Personal development relating to human behaviour, especially the distinction between good and bad or right and wrong.

Social development

- Personal development concerned with living in a community rather than alone.

Cultural development

- Personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

An audit was taken, with departments indicating how each department makes a distinct and particular contribution to SMSC.

It is important to note that other policies directly influence, support and promote SMSC. E.g. our Whole-school Behaviour Policy and Equal Opportunities with faculty responses showing that these policies form an integral part of daily classroom practice.

There are planned opportunities in several areas of the curriculum which provide SMSC

All teachers are encouraged when and where appropriate to:

Spiritual

- Give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives.
- Give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- Encourage pupils to relate their learning to a wider frame of reference- for example, asking 'why?' 'how?' and 'where?' as well as 'what?'.

Moral

- Provide a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promote measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Encourage pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- Provide models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.

Social

- Foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.
- Help pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.
- Provide a conceptual and linguistic framework within which to understand and debate social issues.
- Work together co-operatively.

Cultural

- Provide opportunities for pupils to explore their own cultural assumptions and values.
- Present authentic accounts of the attitudes, values and traditions of diverse cultures.
- Extend pupils' knowledge and use of cultural imagery and language.
- Recognising and nurturing particular gifts and talents.
- Provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.

How can the curriculum contribute towards pupils' SMSC development?

English and Drama make a major contribution to pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping pupils to understand how language changes over time, the influences on spoken, written language and social attitudes to the use of language.

Mathematics can provide a contribution to pupils' SMSC by:

- Supporting whole school policy on issues such as discipline and behaviour.
- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

Science provides opportunities for pupils' SMSC development through examples such as:

- Encouraging pupils to reflect on the wonder of the natural world;
- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many different cultures.

Computing and ICT can contribute to SMSC development by:

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- Acknowledging advances in technology and appreciation for human achievement.

History makes a contribution to SMSC by

- Looking at the establishment of multi-cultural Britain.
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

Design & Technology makes a particular contribution to SMSC through:

- Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
- Teaching that encourages pupils to discover foods of other cultures.
- Awareness of the moral dilemmas created by technological advances, the impact of 'winners & losers' ethos.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others' strengths, sharing equipment.

Geography contributes to SMSC where:

- Opportunities for reflection on the creation, earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources.
- Studies of people and places gives pupils the chance to reflect on the social and cultural characteristics of society.
- Opportunities to examine and reflect on sustainability issues

MFL contributes to SMSC through:

- Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people.
- Pupils social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

Religious Studies makes a distinctive and substantial contribution to the delivery of SMSC:

- Learn about beliefs, values, and the concept of spirituality.
- Reflect on the significance of religious teaching in their own lives.
- Develop respect for the right of others to hold beliefs different from their own.
- Show an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions and traditions.

Art may contribute to SMSC by:

- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical issues

Music contributes to SMSC through:

- Teaching that encourages pupils to be open to the music of other cultures.
- Considering the role of music in society and to see how music can cause conflict and differences of opinion.
- Looking at the way music can change moods and behaviour.

Physical Education – Pupils' SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

Spiritual	Personal beliefs, values, etc. Self-Awareness / principles / attitudes. Feelings and emotions that mean we reflect and learn. Soul / Personality / Character
Moral	Society Values, developing opinions, moral views, values and ethos
Social	Working effectively with each other, developing social skills for life and work. Multi-racial and multi-cultural, understanding of society, interpersonal skills, roles and responsibilities
Cultural	own culture, other local / regional / national cultures, valuing cultural diversity, cultural awareness, own culture values

Spiritual Development

Schools that are encouraging pupils' spiritual development are, therefore, likely to be:

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives
- where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them
- encouraging pupils to explore and develop what animates themselves and others
- encouraging pupils to reflect and learn from reflection
- giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- accommodating difference and respecting the integrity of individuals

- promoting teaching styles which:
 - value pupils' questions and give them space for their own thoughts, ideas and concerns
 - enable pupils to make connections between aspects of their learning
 - encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'
 - monitoring, in simple, pragmatic ways, the success of what is provided.

Moral Development

Schools that are encouraging pupils' moral development are, therefore, likely to be:

- providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria
- giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- developing an open and safe learning environment in which pupils can express their views and practise moral decision-making
- rewarding expressions of moral insights and good behaviour
- making an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school
- modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts
- recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour

- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship
- reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions
- monitoring, in simple, pragmatic ways, the success of what is provided.

Social development

Schools that are encouraging pupils' social development are, therefore, likely to be:

- identifying key values and principles on which school and community life is based
- fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish
- encouraging pupils to work co-operatively
- encouraging pupils to recognise and respect social differences and similarities
- providing positive corporate experiences – for example, through assemblies, team activities, residential experiences, school productions
- helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence, self-respect
- helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community
- helping pupils resolve tensions between their own aspirations and those of the group or wider society
- providing a conceptual and linguistic framework within which to understand and debate social issues
- providing opportunities for engaging in the democratic process and participating in community life
- providing opportunities for pupils to exercise leadership and responsibility
- providing positive and effective links with the world of work and the wider community
- monitoring, in simple, pragmatic ways, the success of what is provided.

Cultural development

Schools that are encouraging pupils' cultural development are, therefore, likely to be:

- providing opportunities for pupils to explore their own cultural assumptions and values
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality
- extending pupils' knowledge and use of cultural imagery and language
- recognising and nurturing particular gifts and talents
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges
- reinforcing the school's cultural values through displays, posters, exhibitions, etc
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum
- monitoring, in simple, pragmatic ways, the success of what is provided

(Taken from Ofsted 2009)

The contribution of Curriculum areas to SMSC at Harlington School

1. Art, Photography & Textiles
2. Work Related Learning
3. Computing
4. Drama
5. Design and Technology
6. EAL
7. English
8. Geography
9. History
10. Learning Development
11. Mathematics
12. Modern Foreign Languages
13. Music
14. Physical Education
15. Citizenship and PSHE
16. Religious Studies
17. Science

The contribution of Art, Photography & Textiles to SMSC at Harlington School.

The table below identifies some examples of good practice in promoting SMSC through the Art curriculum

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	SOWs focus on the work of a wide range of artists and cultures whose work is inspirational. Past students work is shown to inspire current year groups (KS3 – KS5) A Level students work alongside KS3 and GCSE groups to encourage and motivate.
enable them to appreciate the world in which they live?	Year 7 Mandalas – Understanding the meaning behind using symbols in Islamic Arts. Mandalas and their use in religion and meditation Year 7 Pop Art project – investigates current Popular culture Year 8 Day of the Dead – spiritual beliefs associated with the festival Year 8 Self-Portraits encourages spiritual reflection about identity Year 7 Pop Art project – investigates current Popular culture Key Stage 5 Art – Identity project – self-reflection and cultural identity
give them an understanding of their attitudes and values and those of others?	Year 7 Mandalas – the comparison between modern western beliefs and that of other cultures. Year 8 Day of the Dead – remembering the dead seen as a celebration in South America Year 8 Self-portrait “Outsider Art” KS5 independent work often covers issues based work looking at the values of artists and cultures
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	Copyright – students are encouraged not to copy the work of others but be inspired.
give pupils an opportunity for moral discourse in this subject area?	Understanding the reasons why work should not be copied. The legal implications for copying the work of others. KS5 Art, Photography and Textiles – students opportunities through their personal studies to explore issues of censorship in Art, contemporary issues based Art,
expect staff and pupils to model ethical standards in their work and interactions?	Staff model the expectations expected from the students Students able to share and discuss their work with peers during presentations and peer assessment. KS4 photography – understand the need for images to be ‘kept’ in the

	classroom
Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	Year 7 Pop Art – how it was influenced by changes in society during the 60s Year 8 – Day of the Dead. Understanding the Latin American traditions surrounding this event.
to enable pupils to work together in collaboration for a shared end and common good?	KS3 – enable students to work in pairs and groups to create a shared piece of work e.g. animals in art wooden sculptures, Year 7 Formal elements and collaborative final piece. Art Clubs, 6 th form enrichment group “Art for Fun”; improving school environment projects and transition projects
to help students develop the skills of communication necessary to negotiate clear outcomes?	Discussions during starters and plenaries – expressing personal opinions. Building confidence in negotiating ideas and thoughts. Key Stage 3 assessment – students are expected to articulate what they have learned and what their final piece means to them KS5 Art, Photography and Textiles written essay supporting personal study
Cultural development	
How does this subject:	Ways identified
help pupils understand this subject’s contribution to British or world culture?	Yr 7 – looking at the work of Hundertwasser, Mandalas, Pop Art (British and American culture in the 1950s/60s) Yr 8 – Day of the Dead – Mexican culture; Portraits from different artists, genres and times KS4/5 Art, Photography and Textiles students explore the work of British and international artists /designers and their associated cultures to inspire them.
enable pupils to appreciate their own culture both at a local level and national level?	We have a lot of cultural projects in lower school as well as GCSE and A-level art. Where A level students look at their own or other cultures and base their project on it. We include a project in years 7 and Yr 8 where we look at self-identity – where students can look and explore their own culture. KS4 trips to British Museum KS5 Visual Arts trips
enable pupils to understand and appreciate the cultures of others in a way that values others?	Yr 7 – Islamic project – aware of symbolic art and what it means to them. Yr 8 – Day of the Dead project – Mexican Art

The contribution of Computing to SMSC at Harlington School

The table below identifies some examples of good practice in promoting SMSC through the Computing curriculum

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	Identify careers and opportunities to succeed IT and computing careers and their impact on society
enable them to appreciate the world in which they live?	Role of computing and their contribution to society through employment and computing
give them an understanding of their attitudes and values and those of others?	Dependence on computing and ICT and discussing
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	Issues containing using the internet, cyber-bullying, Impact of modern technologies and community
give pupils an opportunity for moral discourse in this subject area?	Discuss impact, consequences and actions
expect staff and pupils to model ethical standards in their work and interactions?	Consider and apply issues to their work Copyright, plagiarism etc

Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	Impact of developments in ICT and impact on society eg electric and driver-less cars Role and limitations of the internet
to enable pupils to work together in collaboration for a shared end and common good?	Debate – consequences of such technologies
to help students develop the skills of communication necessary to negotiate clear outcomes?	Using internet to promote social good, communities etc
Cultural development	
How does this subject:	Ways identified
help pupils understand this subject's contribution to British or world culture?	Using internet to promote aspects of cultural and British life, through videos
enable pupils to appreciate their own culture both at a local level and national level?	Using opportunities with project work to promote local activities. Using websites to promote local and national cultural issues
enable pupils to understand and appreciate the cultures of others in a way that values others?	Activities and coursework provide students with opportunities to communicate with students in other cultures and appreciate their values

The contribution of Work Related Learning to SMSC at Harlington School

The table below identifies some examples of good practice in promoting SMSC through the Business Studies and Economics curricular

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	Up to date grading sheets in students' portfolios. Unit topics on entrepreneurs and social enterprise Skills for life developed through interview practice
enable them to appreciate the world in which they live?	Knowledge of business ethics and values and for WRL in current practice and developments / recommendations Case Studies of various business operations including social enterprises. Booklets / leaflets aimed at different sectors of the community. How tourism industry is viewed by other countries. Tourism patterns of other countries Research into other countries
give them an understanding of their attitudes and values and those of others?	Business ethics Political and business aims Employment and consumer law
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	Ethical business values. Business legislation regarding treatment of workers and consumers. Business Aims – cutting costs? etc Corporate Social Responsibility (CSR) Sustainable tourism
give pupils an opportunity for moral discourse in this subject area?	Discussion groups related to business ethics Group work on current political and business initiatives – financially driven or ethically driven?
expect staff and pupils to model ethical standards in their work and interactions?	High professional standards e.g. punctuality, attendance Up to date marking and book monitoring Ethical tourism practice

Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	Ethical business values Corporate Social Responsibility (CSR) Consumer and Employment Law Agencies / support that are available to families Contribution of tourism to the economy
to enable pupils to work together in collaboration for a shared end and common good?	Pair work and Group work – debating ethical issues and moral issues in business studies Pair and peer assessment Group presentations
to help students develop the skills of communication necessary to negotiate clear outcomes?	Question and Answer Verbal presentations Report writing – external writing Discussions Interviewing skills
Cultural development	
How does this subject:	Ways identified
help pupils understand this subject's contribution to British or world culture?	Industrial sectors – varying degree of GDP in UK and 3 rd world countries. Promotion of products in different countries. Role of multi-national companies. Role of tourist industry within Britain and globally Research of different types of attractions eg heritage 'man made' and natural attractions
enable pupils to appreciate their own culture both at a local level and national level?	Understanding of industrial sectors Knowledge of local businesses and ownership styles Exploitation and treatment of workers in various countries Different tourist attractions within London, UK and globally (focus on different types of tourism in different continents)
enable pupils to understand and appreciate the cultures of others in a way that values others?	Fair trade Balance of Trade Quotas / tariffs Business and Economic Groups – EU etc.

The contribution of Design and Technology to SMSC at Harlington School

The table below identifies some examples of good practice in promoting SMSC through the Design & Technology curriculum

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	Existing product evaluation. Design Movement Evolution of product design over time. Designing own products Designing using existent works of other designers
enable them to appreciate the world in which they live?	Organic foods Sustainability Customer profiling (user groups) Target group Natural resources – wood, metals, plastics Product Analysis Working on real design briefs Designing for a given group of people
give them an understanding of their attitudes and values and those of others?	Vegetarian Cultural influence on food choice Group discussions Designing useful and relevant products
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	Environmental issues taught through use of different materials Sustainability – 6Rs Obsolescence (product life cycle) Ergonomics Use of materials
give pupils an opportunity for moral discourse in this subject area?	Verbal product analysis, morality of throw away society.
expect staff and pupils to model ethical standards in their work and interactions?	Lifestyle of consumerism Teaching values around ethical production methods Designing and making for others Fair trade

Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	<ul style="list-style-type: none"> • Sharing resources and work in pairs and groups • Discussions/preparation for the role of the designer in society • Looking at the work of designers - careers
to enable pupils to work together in collaboration for a shared end and common good?	<ul style="list-style-type: none"> • Manufacturing processes are team based • Trust each other to leave room in a safe condition • Encourage teamwork, leadership roles and responsibilities for resource and group • Respect of personal property and equipment
to help students develop the skills of communication necessary to negotiate clear outcomes?	<ul style="list-style-type: none"> • Apparatus to present work and idea to peers • Drawing skills • Evaluation skills • Use of analytical language • Use of ICT in designing and manufacturing
Cultural development	
How does this subject:	Ways identified
help pupils understand this subject's contribution to British or world culture?	The history of design and the impact that British designers have had on the world e.g. Industrial Revolution World foods
enable pupils to appreciate their own culture both at a local level and national level?	Participating in practical lessons i.e. food tasting and trying foods from other cultures.
enable pupils to understand and appreciate the cultures of others in a way that values others?	Food Tech: Cultural eating habits, vegetarian, religious beliefs. Principles of the 'Eat Well Plate' Dietary needs of the population

The contribution of Drama to SMSC at Harlington School

The table below identifies some examples of good practice in promoting SMSC through the Drama curriculum

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	Year 7 – Going to a new school – personal beliefs and values – appreciation of others personal beliefs – acceptance of other personalities. Year 8 – Vulnerability, Emotions, Health, illness – personal beliefs Year 10 – Outcasts- to see and become empathetic to the rights of those associated with outcasts Year 11 – When relevant – exploration of spiritual therapy within performances
enable them to appreciate the world in which they live?	Avenue to explore the above themes Eg freedoms they may have that others do / have not experienced
give them an understanding of their attitudes and values and those of others?	Students experience a range of characters and situations, empathising with characters such as Anne Frank, those who have been on the receiving end of negative behaviours and the effect that these behaviours / situations have on families.
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	Year 7 Going a new school – moral awareness of others Space – decisions made regarding family values. Year 8 Emotions, Vulnerable (RSPCA and NSPCC), Health - Morally – what is right and wrong and how to make decisions based on moral dilemma Year 10 – Outcasts – values Year 11 – AS required – depending on ‘Assignment Brief’.
give pupils an opportunity for moral discourse in this subject area?	Through exploration of the themes in group work / practical and written activities, from different standpoints.
expect staff and pupils to model ethical standards in their work and interactions?	As above

Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	Themes related to current issues and dilemmas. Explored from different viewpoints and the impact of actions on different people Outcasts – Women in Black Year 11 – as required by Assignment brief
to enable pupils to work together in collaboration for a shared end and common good?	Continual group work throughout the programmes Prepared and spontaneous work
to help students develop the skills of communication necessary to negotiate clear outcomes?	Continual interaction and decision making regarding all of the above.
Cultural development	
How does this subject:	Ways identified
help pupils understand this subject's contribution to British or world culture?	Years 7 – 9 Space – meeting other cultures, going to a new school, Exploration of Elizabethan Theatre, Greek Theatre and the work of Shakespeare Year 10 – Women in Black As required by Assignment Brief in Year 11 Theatre trips – own culture and others
enable pupils to appreciate their own culture both at a local level and national level?	National level – reflection of cultures – encouraging new understanding and building on current beliefs Regional – village culture in Woman in Black
enable pupils to understand and appreciate the cultures of others in a way that values others?	As above

The contribution of EAL to SMSC at Harlington School

The table below identifies some examples of good practice in promoting SMSC through the EAL curriculum

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	Help them to understand that each person is valuable and brings something special to the world around them, giving them examples (LSA, Teachers) Explaining the value of good education and hard work Ascension school supports their personal development in allowing them to access and engage with those around them and with their learning
enable them to appreciate the world in which they live?	Help them to understand the language, culture and differences around them.
give them an understanding of their attitudes and values and those of others?	Giving students chance to know each other and understand differences between people from different countries/religions/cultures.
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	Explaining that rewriting the answer from each other during the test is a way of cheating and is not a right thing to do. Explaining that tests are helping teachers to assess students' knowledge and if they are cheating teachers won't know how to help them.
give pupils an opportunity for moral discourse in this subject area?	Discussing the role of women (Gone is Gone). Discussing the role of friendship, jealousy, forgiveness (Jason Jones)
expect staff and pupils to model ethical standards in their work and interactions?	While planning and delivering the lesson. Through praising and acknowledging outstanding practice in lessons

Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	Explaining to students that each person brings something to the society, we are each equally important and unique.
to enable pupils to work together in collaboration for a shared end and common good?	Students are sharing their experiences; differences are discussed (religious events), posters and pictures as projects. Encouraging group work, appreciating different talents through division of roles
to help students develop the skills of communication necessary to negotiate clear outcomes?	Introducing new vocabulary that will help students to communicate in and outside the school environment. Enabling students to communicate through a variety of means including formal and informal letters, articles etc. Developing verbal communication skills
Cultural development	
How does this subject:	Ways identified
help pupils understand this subject's contribution to British or world culture?	Projects where students have a chance to introduce their country, culture and religion. Introducing British culture by discussing everyday life and customs.
enable pupils to appreciate their own culture both at a local level and national level?	Students are encouraged to use their mother tongue, to take GSCE exams and to use it at school. Discussing cultural events and religious celebrations across cultures
enable pupils to understand and appreciate the cultures of others in a way that values others?	Students are listening to each other, asking questions. Students understand that we are different that there are differences in customs, cultures and behaviour. Despite the differences students are respecting each other.

The contribution of English to SMSC at Harlington School

The table below identifies some examples of good practice in promoting SMSC through the English curriculum

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	<ul style="list-style-type: none"> • Exceeding Target Grades • Feedback – written and aural • Innovative teaching methods to inspire
enable them to appreciate the world in which they live?	<ul style="list-style-type: none"> • Expectations of behaviour • Staff as role models • Texts reflect society and issues eg Of Mice and Men – Yr 8
give them an understanding of their attitudes and values and those of others?	<ul style="list-style-type: none"> • Empathy = diary entries, Agony Aunt in KS3 • Character analyses for set texts
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	<ul style="list-style-type: none"> • Plagiarism and piracy • Media projects • Media Studies – approaches of journalists
give pupils an opportunity for moral discourse in this subject area?	<ul style="list-style-type: none"> • Texts used to deliver the curriculum change, but example are included below • Anti-Slavery campaigns – ‘Hero’ • Racism campaigns – Black History Month – ‘To Kill a Mocking Bird’ • Role of Women in texts – ‘Of Mice and Men’, Romeo and Juliet - Role of women in Shakespearian times.
expect staff and pupils to model ethical standards in their work and interactions?	<ul style="list-style-type: none"> • In lessons / plans • Equality of provision / resources / access

Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	<ul style="list-style-type: none"> • Literacy heritage – great poets, authors, past, present, cultural contexts. • World Literature • Pre-1914 short stories • Shakespeare texts • ‘Of Mice and Men’ • ‘Lord of the Flies’
to enable pupils to work together in collaboration for a shared end and common good?	<ul style="list-style-type: none"> • British Poets • Shakespeare – KS3, 4 • Media – All Key Stages • Media Studies – throughout programme at KS5
to help students develop the skills of communication necessary to negotiate clear outcomes?	<ul style="list-style-type: none"> • Poetry from other cultures
Cultural development	
How does this subject:	Ways identified
help pupils understand this subject’s contribution to British or world culture?	<ul style="list-style-type: none"> • Group activities to enable students to learn from each other • Literacy focus – develop life skills • ‘Spelling Bee’ • Novel – London Eye Mystery • Exploration of Shakespeare texts • Pre-19th century British literature • An inspector Calls
enable pupils to appreciate their own culture both at a local level and national level?	<ul style="list-style-type: none"> • ‘Spelling Bee’ • Project work – pair and group work • Presentation of others • Sharing of ideas among pupils
enable pupils to understand and appreciate the cultures of others in a way that values others?	<ul style="list-style-type: none"> • Media projects – marketing, advert campaigning where they had to work together. • Yr 7 & Yr 9 poetry anthologies where they looked at different cultures and poems and then wrote their own anthologies.

The contribution of Geography to SMSC at Harlington School

The table below identifies some examples of good practice in promoting SMSC through the Geography curriculum

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	Job prospects for Geography – Year 8; Year 11; Year 12 Rivers – Environmental Management. Year 7; Year 10; Year 12 Coasts – Population Town Planning. Year 8; Year 11; Year 12 Tectonic – Hazard Management. Year 13, 10/11 All topics link to job opportunities
enable them to appreciate the world in which they live?	Study of places – integral to every topic we teach
give them an understanding of their attitudes and values and those of others?	Development; Africa – Year 9 Population – Year 8/ GCSE and year 12 Physical Landscapes across the UK (Year 8) Coastal / River Management – year 12 Geography of my space (links with around the world - Africa) International connections – throughout topics Year 8 Ecosystems – the effect on the local people of the Amazon / Tundra Ethnic segregation within GCSE Changing Urban Environments topic Conflict Year 13
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	Sustainability, development – Years 7, 8; 10; 12
give pupils an opportunity for moral discourse in this subject area?	(KS4) Urban Issues and Challenges Population – population policies Year 8/11/12 Challenge perceptions of stereotypes –All years e.g. Low Income Countries Sustainability Issues Urban issues and challenges, Year 8 Population and urbanisation
expect staff and pupils to model ethical standards in their work and interactions?	Recycling / saving environments Consider other points of view Giving both sides of the argument – justifying answers.

Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	Environmental issues Year 8 Population and Urbanisation Planning for the Future – Year 8 sustainable cities; Year 10 Hazards GCSE – Changing urban environments
to enable pupils to work together in collaboration for a shared end and common good?	Fieldwork – throughout all year groups. Year 10 and Year 12– GCSE Geography Fieldwork trip Group Work / Discussion – Slum building
to help students develop the skills of communication necessary to negotiate clear outcomes?	Concept mapping Debating Analysis Literacy based activities GIS systems throughout year groups
Cultural development	
How does this subject:	Ways identified
help pupils understand this subject's contribution to British or world culture?	Study of place/space Year 8 – migration, population and urbanisation Year 10 Global Governance, GCSE topic - Africa Globalisation
enable pupils to appreciate their own culture both at a local level and national level?	Study of my personal geography Issues on local/regional/national scales through topics taught
enable pupils to understand and appreciate the cultures of others in a way that values others?	Study of places – India, China, Africa, Thailand, Ghana, Kenya, Russia, Dubai, UK Case studies – topic related Development & Population Urbanisation

The contribution of History to SMSC at Harlington School

The table below identifies some examples of good practice in promoting SMSC through the History curriculum

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	<ul style="list-style-type: none"> • High expectations • Encourage literacy tasks • Feedback from assessments
enable them to appreciate the world in which they live?	<ul style="list-style-type: none"> • Learning about past mistakes – Twentieth Century War and genocide (year 8); The Age of British Empire – including Slavery (year 8); The fight for Civil rights and equality (Year 8) • Tolerance - Year 9 migration in post-war Britain “the wind rush” generation
give them an understanding of their attitudes and values and those of others?	Looking at different societies / cultures and nations – Superpower relations and the Cold War, Weimar and Nazi Germany, Key Stage 5 – Apartheid South Africa; US and the American Dream, Civil Rights in the USA
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	<ul style="list-style-type: none"> • Law & order – Jack the Ripper • Protesting – violent/non-violent – all years. • Holocaust (Year 8 and GCSE) • Year 8 – Should we be proud of British Rule in India
Give pupils an opportunity for moral discourse in this subject area?	<ul style="list-style-type: none"> • Key human rights people value – Year 9 and A Level • Slavery (Year 8) • Year 8 – The fight for Civil rights and equality • Rights of people – Year 7 Magna Carta; monarchy in Tudor and medieval times • Age of British Empire
expect staff and pupils to model ethical standards in their work and interactions?	<ul style="list-style-type: none"> • Learning from historical mistakes (see above) • Case studies

Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	<ul style="list-style-type: none"> • Slavery • H/R • Industrial Revolution / Child labour (year 8) • Society set up / class / feudal system (year 7) • Civil Rights (year 12) • Medicine and society – NHS (year 7 – 9 public health topics and GCSE)
to enable pupils to work together in collaboration for a shared end and common good?	<ul style="list-style-type: none"> • Opportunity for group work and projects e.g. Charles I
to help students develop the skills of communication necessary to negotiate clear outcomes?	<ul style="list-style-type: none"> • Debate –Was Germany to blame for WW1?
Cultural development	
How does this subject:	Ways identified
help pupils understand this subject’s contribution to British or world culture?	<ul style="list-style-type: none"> • Medieval culture / make up • British Empire and trade (Year 8 – British Rule in India) • Cold war and Asia (wars?) • Migration in post war Britain – “windrush” generation
enable pupils to appreciate their own culture both at a local level and national level?	<ul style="list-style-type: none"> • Local history – Year 7 Medieval London; Public health in Medieval London • Importance of England in WW1 and WW2, trade. • British Rule in India • Multi-culturalism in Post War Britain – research into own ethnic communities in Britain • Year 12 – Apartheid in South Africa
enable pupils to understand and appreciate the cultures of others in a way that values others?	<ul style="list-style-type: none"> • Year 8 – Age of British Empire, Fight for Civil Rights and Equality • how positive was the experience of migrants to Britain after WWII

The contribution of Learning Development to SMSC at Harlington School



The table below identifies some examples of good practice in promoting SMSC through the Learning Development curriculum

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	By giving support and encouragement in a nurturing environment, individually and in small groups. Vulnerable children are given the opportunity to thrive and express themselves without feeling threatened or pressurised. Praise for success however small.
enable them to appreciate the world in which they live?	Within the Learning Development department, students are encouraged to be inquisitive and investigate the world around them. Help them to discover information for themselves
give them an understanding of their attitudes and values and those of others?	Vulnerable children are able to work /congregate together, supervised by caring adults, and interact in a relaxed manner. Staff show considerable care and concern for their physical, social, emotional and educational welfare, setting high standards and good examples.
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	Good behaviour within the Learning Development area and the school at large – respect for each other, and increased awareness of physical behaviour towards each other, is always insisted upon.
Give pupils an opportunity for moral discourse in this subject area?	By example and in fairly informal settings/situations.
expect staff and pupils to model ethical standards in their work and interactions?	Again by example. Rewards are given for excellent work, behaviour and improvement in all aspects of learning, for example classwork and behaviour around the school

Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	Vulnerable students who may in some ways feel marginalised in the wider world are given opportunities for educational and personal development, including social development. Inclusion in the classrooms show mainstream students that these students are valued equally and have equal opportunities within the school.
to enable pupils to work together in collaboration for a shared end and common good?	Children often work in small groups on collaborative activities; co-operation, sharing of resources, turn-taking are all integral parts of group work.
to help students develop the skills of communication necessary to negotiate clear outcomes?	By example - staff make time to counsel students experiencing social difficulties, while some work in small groups during nurture sessions within the Learning Development Department.
Cultural development	
How does this subject:	Ways identified
enable pupils to appreciate their own culture both at a local level and national level?	Students are often encouraged to talk about their culture/traditions/celebrations and to respect each other. Students participate in producing different resources for various Festivals e.g. Diwali Cards and Christmas Cards.

The contribution of Maths to SMSC at Harlington School

The table below identifies some examples of good practice in promoting SMSC through the Maths curriculum

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	<p>GCSE 4 / 5 + = job =  </p> <p>Discussions regarding TMG and current performance. Use of QLA's to identify weakness. GCSE exams – identify where marks are thrown away or silly mistakes Use set moving to encourage students to achieve Use lollipops, stickers etc for good work. Enable students to be resilient and independent learners, by providing children with hints/suggestions when they need help and do not tell them the answer straight away. If pupils need help they first need to look through their book, ask a 'buddy' and then ask the teacher 'boss.'</p>
enable them to appreciate the world in which they live?	<p>Pyramids, word sequences, foreign famous mathematicians. Development of calculator/using log tables Symmetry of buildings/tiling/tessellations/golden ratio/binary numbers.</p>
give them an understanding of their attitudes and values and those of others?	<p>Positive working environments which enable students to take risks and get answers correct or incorrect. All students feel valued so class discussion can take place.</p>
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	<p>In Mathematics you either get it right or wrong! Consider the ethics of representing data in certain ways</p>
give pupils an opportunity for moral discourse in this subject area?	<p>We teach students to pay tax, be careful with money and not to corrupt the system.</p>
expect staff and pupils to model ethical standards in their work and interactions?	<p>Follow the general code of good practice for a teacher. Expect students to work to the best of their ability</p>

Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	Numerate workforce means “Ships wont crash, planes will fly” Skills for life – money, time, travel etc
to enable pupils to work together in collaboration for a shared end and common good?	Group work tasks. Problem solving in pairs/groups Sharing ideas/methods of solving problems leads to greater understanding for all.
to help students develop the skills of communication necessary to negotiate clear outcomes?	Logical process taught, not just words as communication. Discuss ideas and explain to others how they have worked something out.
Cultural development	
How does this subject:	Ways identified
help pupils understand this subject’s contribution to British or world culture?	Colonisation (using bearings) ships / travel/time zones. Money – conversion rates / Euro / £ Food/water quantities for duration of journey Functional skills Conversion miles/km /litres/gallons/pints etc Imports / Exports; Revenue / taxes Percentage increase/decrease = sales etc
enable pupils to appreciate their own culture both at a local level and national level?	Islamic patterns / Architecture For rotational / line symmetry Look at flags for symmetries
enable pupils to understand and appreciate the cultures of others in a way that values others?	Money Algebra – the global language Number systems e.g. Egyptian fractions, roman numerals, Development of number e.g. 0, negatives

The contribution of Modern Foreign Languages to SMSC at Harlington School

The table below identifies some examples of good practice in promoting SMSC through the MFL curriculum

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	Pass on the motivation through E Baccalaureate, famous linguists, school trips, events (e.g. international week, World Languages Week, etc) Modules on the importance of languages
enable them to appreciate the world in which they live?	In Year 10, Pupils study, about health issues such as drug addiction, about world issues such as poverty, gender issues, equality. Year 11 study environment, education, job. A level study is more in depth e.g. racism, societal issues
give them an understanding of their attitudes and values and those of others?	Discussion in class breaks down stereotypes and clichés that students might have about people/cultures of other countries.
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	Students told not to cheat in exams, to be supportive when others are trying to speak in the target language.
give pupils an opportunity for moral discourse in this subject area?	The topic of healthy living GCSE includes discussion about drug and alcohol addiction. This is also covered in topics such as the environment and racism.
expect staff and pupils to model ethical standards in their work and interactions?	We have a good professional relationship with each other in the faculty. We have good rapport with the pupils. We expect good behaviour and politeness from pupils. We teach them those values (manners, politeness, be nice to each other). We also cover social etiquette of the cultures and languages studied.

Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	We explain how MFL is the ideal subject for some careers and develop personal interest towards foreign cultures.
to enable pupils to work together in collaboration for a shared end and common good?	MFL lessons include many opportunities for the pupils to work in groups, pairs in speaking, listening, reading and writing activities.
to help students develop the skills of communication necessary to negotiate clear outcomes?	Pupils are asked to assess their peers and themselves in their performance in a test, and say what they have learnt at the end of the lesson.
Cultural development	
How does this subject:	Ways identified
help pupils understand this subject's contribution to British or world culture?	MFL includes the study of the cultures of the countries where the language is spoken <ul style="list-style-type: none"> • food • religion • art • architecture • music • cinema • history
enable pupils to appreciate their own culture both at a local level and national level?	Because we are comparing UK and the rest of the world e.g. when writing an assessment about their local area, and students are talking/developing their knowledge about London and foreign countries.
enable pupils to understand and appreciate the cultures of others in a way that values others?	Music, cinema, art and school trips, enables the pupils to appreciate / understand foreign countries and cultures.

The contribution of Music to SMSC at Harlington School

The table below identifies some examples of good practice in promoting SMSC through the Music curriculum

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	<ul style="list-style-type: none"> • The availability of Instrumental tuition and Extra-curricular activities. Pupils have access to a variety of instruments and clubs, and are encouraged to participate • Positive ethos – All students are encouraged to participate.
Enable them to appreciate the world in which they live?	<ul style="list-style-type: none"> • Use relevant/modern examples of music appropriate to our students. • World Music – Yr 7 Mood and World Yr 8 Blues; Film music • GCSE music modules looking at contemporary music and that from different times and places
give them an understanding of their attitudes and values and those of others?	<ul style="list-style-type: none"> • Team work / performances of their compositions and of pre-composed pieces • Song writing – Students write songs based on their own feelings, emotions and experiences.
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	<ul style="list-style-type: none"> • Cultural respect for instruments (Gamelan & Indian music) • Blues music/Spirituals - the history of slavery • Copyright issues song / illegal downloading • Sampling (Acknowledgement of others work) • Reliable sources / plagiarism
give pupils an opportunity for moral discourse in this subject area?	<ul style="list-style-type: none"> • Copyright issues – Class discussions based around downloading and sampling • Learn about and compose spirituals
expect staff and pupils to model ethical standards in their work and interactions?	<ul style="list-style-type: none"> • Modelling of expectations • Teacher demonstrations

Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	<ul style="list-style-type: none"> • World music – including its cultural context <ul style="list-style-type: none"> ○ Blues – slavery ○ Mood and World ○ Music and the media ○ Song – Current issues/culture
to enable pupils to work together in collaboration for a shared end and common good?	<ul style="list-style-type: none"> • All group performances / composition but particularly GCSE music where students learn a piece of music (their choice) and learn informally • Whole class performances • Whole school performances/ Concerts
to help students develop the skills of communication necessary to negotiate clear outcomes?	<ul style="list-style-type: none"> • Group work – throughout KS3 /KS4
Cultural development	
How does this subject:	Ways identified
help pupils understand this subject's contribution to British or world culture?	<ul style="list-style-type: none"> • Music industry jobs (KS4) • Western classical music • World music • Popular culture <ul style="list-style-type: none"> ○ Song ○ Music and the media
enable pupils to appreciate their own culture both at a local level and national level?	<ul style="list-style-type: none"> • Talent shows – freedom of choice on what is performed • KS3 & 4 cultural aspects examined throughout the programme • Extracurricular clubs and instrumental lessons
enable pupils to understand and appreciate the cultures of others in a way that values others?	<ul style="list-style-type: none"> • World music • Music considered equal for their own merits and places in society

The contribution of P.E. to SMSC at Harlington School

The table below identifies some examples of good practice in promoting SMSC through the PE curriculum

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	<ul style="list-style-type: none"> • Competitions – lessons and other schools • Sportsmanship • Winning / losing • Leadership • Ability to accept defeat and success • Role models • Perseverance!
enable them to appreciate the world in which they live?	<ul style="list-style-type: none"> • Social etiquette – shaking hands • Rules of games – reflection on society – disciplines right and wrong • Appreciation – value of other teams • Values and morals of others • Communication – with tem mates • Cohesion
give them an understanding of their attitudes and values and those of others?	<ul style="list-style-type: none"> • Team work • Communication skills • Interaction • Respect • Rules • Etiquette
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	<ul style="list-style-type: none"> • Rules • Responsibility • Leadership • Cheating
give pupils an opportunity for moral discourse in this subject area?	<ul style="list-style-type: none"> • Evaluation • Communication • Debates
expect staff and pupils to model ethical standards in their work and interactions?	<ul style="list-style-type: none"> • Our actions • Consistency • Behaviour • Standards

Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	<ul style="list-style-type: none"> • Healthy active lifestyle • Physical well being • Importance of PE
to enable pupils to work together in collaboration for a shared end and common good?	<ul style="list-style-type: none"> • Team work • School teams • Leadership • Self esteem
to help students develop the skills of communication necessary to negotiate clear outcomes?	<ul style="list-style-type: none"> • Discussions • Debates • Group work • Leadership
Cultural development	
How does this subject:	Ways identified
help pupils understand this subject's contribution to British or world culture?	<ul style="list-style-type: none"> • Sports from around the world – football, rugby • Dance styles – Haka, African, street, contemporary, ballet • Olympics – GCSE PE • World in unity • Our fixtures, extra curricular
enable pupils to appreciate their own culture both at a local level and national level?	<ul style="list-style-type: none"> • Local – school teams, sports week, county competitions • National – London Youth Games • International - Olympics
enable pupils to understand and appreciate the cultures of others in a way that values others?	<ul style="list-style-type: none"> • Themed competition • Dance – different cultures and countries • Haka, Dance – New Zealand

The contribution of PSCH EE and Citizenship to SMSC at Harlington School

The table below identifies some examples of good practice in promoting SMSC through the Citizenship and PSHE curriculum

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	<p>Providing students with enjoyable lessons and catering for students who have different preferred ways of learning</p> <p>Using praise and reward appropriately and encouraging participation in lessons through stickers and the school's reward system.</p> <p>Citizenship & PSCH EE curriculum is accessible to all students and they are sometimes given a choice of tasks so that they can make use of their strengths and all students are encouraged to take an active part in lessons and this will hopefully, develop their self-confidence.</p>
enable them to appreciate the world in which they live?	<p>Year 7 Citizenship – Rights, being part of a community,</p> <p>Year 9 Citizenship – modern problems eg extremism, what does it mean to be British</p> <p>Year 10 Citizenship – Law, religion and belief,</p> <p>Year 11 Citizenship – political ideologies</p> <p>Cultural pressures – FGM, anti-radicalisation,</p>
give them an understanding of their attitudes and values and those of others?	A consideration of peer pressure and why we are different in different situations through looking at Drugs, Relationships, Anti Bullying, anti-radicalisation,
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	Looking at the issues surrounding 'the rights of young people'; moral issues, environmental pressure groups, alcohol, relationships, the criminal justice system
give pupils an opportunity for moral discourse in this subject area?	<p>Looking at the issues surrounding 'the rights of young people'; moral issues, environmental pressure groups, alcohol, relationships, the criminal justice system, Why do some people choose not to take illegal drugs or legal drugs such as alcohol?</p> <p>Examining issues such as pornography, online grooming etc</p>
expect staff and pupils to model ethical standards in their work and interactions?	Behaviour strategies and class room expectations are designed to develop students' moral and ethical development.

Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	<ul style="list-style-type: none"> • ‘What is a Citizen’ looking at rights and responsibilities in school, UK and global environment • Discrimination issues • Relationships and modern families • ‘The rights of young people’ in the UK and globally • Local Government, Parliament and the Criminal Justice System
to enable pupils to work together in collaboration for a shared end and common good?	<p>Group work activities, questionnaires, presentations etc. Class room strategies for behaviour. Outside agency links – to share viewpoints and work together. Debates on a range of issues.</p>
to help students develop the skills of communication necessary to negotiate clear outcomes?	<p>In Citizenship students have the chance to voice their opinions and learn how to express their views and formulate arguments. Giving students the chance to be heard is very valuable for their mental health and discussion skills enable the students to gain confidence. Students are given the space to talk about and share personal experiences without fear of being ridiculed or not accepted. Well-Being and Mindfulness; Internet safety</p>
Cultural development	
How does this subject:	Ways identified
help pupils understand this subject’s contribution to British or world culture?	<ul style="list-style-type: none"> • What is a Citizen’ looking at rights and responsibilities in school, UK and global environment • ‘The rights of young people’ in the UK • Local Government, Parliament and the Criminal Justice System • Elections • British Identity
enable pupils to appreciate their own culture both at a local level and national level?	<ul style="list-style-type: none"> • Dealing with Change (Year 7) • Citizenship • Being healthy; homophobia, FGM, Radicalisation, discrimination, forced marriage
enable pupils to understand and appreciate the cultures of others in a way that values others?	<ul style="list-style-type: none"> • Dealing with Change • Citizenship • Being healthy, FGM; Radicalisation

The contribution of Religious Studies to SMSC at Harlington School

The table below identifies some examples of good practice in promoting SMSC through the Religious Studies curriculum.

Throughout the RS curriculum at Harlington School, issues are examined through the Christian religion and related to beliefs of other religions

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	<p>RS curriculum offers opportunities for students to learn about famous people (Heroes and Heroines - role models) from religion. Spiritual and moral reflection promoted throughout lessons – ethics and morals taught – equality, fairness, compassion, empathy etc.</p> <p>Promotion of success within subject and why it can help them in the future.</p> <p>Consideration of how special people are</p> <p>Students reflect and develop their own faiths and beliefs throughout their work.</p> <p>Year 7 considers the difference between facts, opinions and beliefs. They also find out the differences between these to know when and how they affect their lives. Visits to Neasden Temple (Year 7), Westminster Abbey (Year 9), Synagogue (Year 10)</p>
enable them to appreciate the world in which they live?	<p>Teaching world religions in a way that is relevant to their own spiritual development i.e. focusing lessons around questions of meaning and purpose. They also look at what makes someone religious? Is just going to a place of worship or wearing religious clothing or symbols?</p> <p>The world Around us (year 7), Environment and medical issues in year 10/11)</p> <p>KS3 & KS4 - Focus on Community/Citizenship in the UK. GCSE Unit 1, topic 4</p>
give them an understanding of their attitudes and values and those of others?	<p>Giving an opportunity in lessons to explore their own opinion, as well as other (religious) views or none i.e. looking at pilgrimage – why someone would make a special journey. Then pupils explain one special journey they have made/want to make; including examining beliefs of Humanists</p> <p>Yr 7 looks at the way we look at the world, whether we need to see something to believe it and also do we see all that is there to be seen when we look at the things around us. Do we have all the truth and do we have it accurately and others do not? A consideration of peer pressure and why we are different in different situations and Christian teachings about being yourself. Understanding of the reasons behind the journeys pertaining to pilgrimage</p>

Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	Lessons aimed around moral decisions i.e. Is it right to discriminate? Is abortion wrong? etc Religious studies in KS3 and KS4 at Harlington offer plenty of opportunities to engage with moral/ethical issues within a safe environment and for them to formulate their own opinion of what is right and wrong through the study of Abortion, Euthanasia, Capital punishment, Crime and punishment module
give pupils an opportunity for moral discourse in this subject area?	Considering different view points on moral issues and staking own opinion i.e. What do other religions think about whether war is just? Is there any ideas I think are right or I agree with and can I formulate/state my own standing on this moral issue? Why do some people choose not to take illegal drugs or legal drugs such as alcohol? (Christian/Islamic view of the body being God's temple), Value of Life, abortion, capital punishment, animal rights Euthanasia
expect staff and pupils to model ethical standards in their work and interactions?	Behaviour strategies and class room expectations are designed to develop students' moral and ethical development. Students examine a range of moral and ethical issues to support them in developing their own opinions. This can be through role plays or developed in written work
Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	Curriculum offers opportunities for students to reflect on the importance of morality that is promoted by religious and the positive impact this can have on our local communities and society as a whole. Peace and Conflict topic
to enable pupils to work together in collaboration for a shared end and common good?	Group work activities, role plays, questionnaires, interviews with people of different faiths, presentations etc. Class room strategies for behaviour. Outside agency links – to share viewpoints and work together. Debates on a range of issues. Peace and conflict topic
to help students develop the skills of communication necessary to negotiate clear outcomes?	Class presentations for external homework projects. Literacy promotion throughout programme of study to enhance vocabulary. EAL support.

Opportunities for extended writing projects to improve literacy.
Presentation of ideas to groups / class

Cultural development

How does this subject:

Ways identified

help pupils understand this subject's contribution to British or world culture?

- Modules looking at equality, race relations, multi-ethnic/faith society
- Development of ideas related to how religions respond to and work to promote national identity.
- Research based upon belief and how society has responded to popular movements
- Identification of different views within religious groups and the reasons behind their standing.
- Marriage and the family

enable pupils to appreciate their own culture both at a local level and national level?

- Individual research into ethnic / faith based values and beliefs
- Looking at the impact that faith-based communities have within the development of cohesion in the UK
- Identification of cultural responses to issues pertaining to contraception, abortion, euthanasia, marriage, divorce, war and conflict, bullying.
- Life after death

enable pupils to understand and appreciate the cultures of others in a way that values others?

- Comparison of beliefs and the reasons that cultures respond to issues in the way they do eg through Pilgrimage
- Apply different religious teachings to ones own belief, comparing views and learning from them to develop a sense of personal morality.
- A study of Muslim lifestyle and a discussion regarding the possible benefits or disadvantages of keeping the Five Pillars.
- All KS4 modules

The contribution of Science to SMSC at Harlington School

The table below identifies some examples of good practice in promoting SMSC through the Science curriculum

Spiritual development	
How does this subject:	Ways identified
inspire pupils, give them aspirations and motivate them to success?	<ul style="list-style-type: none"> • Rewards & praise • Visits to educational sites • Flexi sessions – offering higher order subjects • University taster days • Opportunities fair • STEM activities at KS3
enable them to appreciate the world in which they live?	<ul style="list-style-type: none"> • How Science works embedded in curriculum • Carbon capture, air quality, impact of radiation, designer babies.
give them an understanding of their attitudes and values and those of others?	<ul style="list-style-type: none"> • Ethical issues e.g. Use of nuclear power, GM foods, research and bias, views, MMR vaccine,
Moral development	
How does this subject:	Ways identified
help pupils to understand issues of right and wrong that relate to the subject?	<p>Different assessments focus on moral issues e.g. Genetic engineering – how science effects different groups in society. Restoring selective breeding. Stem cell research Hunting / culling Food resources. The need to test for new medicine vs animal testing/abuse.</p>
give pupils an opportunity for moral discourse in this subject area?	<p>See above for biology Carbon footprint Renewable fuels versus fossil fuels Human impact on environment Evolution Radioactivity and effect on environment.</p>
expect staff and pupils to model ethical standards in their work and interactions?	<p>Fair testing in practicals – discussions re balance and non-biased. Students receive information which enables them to form their own opinions. Referencing work / no plagiarism.</p>

Social development	
How does this subject:	Ways identified
give pupils an opportunity to understand the importance for society of this subject area?	Lots of topics give students opportunity to understand the role of science in society e.g. climate change, global warming, immunisation policies, migration
to enable pupils to work together in collaboration for a shared end and common good?	Group work <ul style="list-style-type: none"> • Presentations • Practicals • Any practical activity • Class discussions • Peer assessment
to help students develop the skills of communication necessary to negotiate clear outcomes?	See above Written assessments.
Cultural development	
How does this subject:	Ways identified
help pupils understand this subject's contribution to British or world culture?	Examples of scientists/technologists/engineers and their contribution to various scientific disciplines, discoveries, technologies, theories, medicine, chemical engineering. Including both genders.
enable pupils to appreciate their own culture both at a local level and national level?	Identify where issues can be included in lessons. e.g. Surface area to volume ration in racial types, athletic performance and physique, anatomy and physiology. Origins of ideas and contributions of different culture in scientific fields. Astronomy, maths, medicine.
enable pupils to understand and appreciate the cultures of others in a way that values others?	Made implicit in areas such as genetics. Variations Using examples where cultural collaboration has led to or is being used to make progress and development. e.g. Genome project